

DOCUMENT RESUME

ED 361 033

JC 930 412

TITLE Profiles of Faculty Employed by North Carolina Community Colleges. Faculty/Staff Research Project.

INSTITUTION North Carolina State Dept. of Community Colleges, Raleigh. Div. of Planning and Research Services.

PUB DATE Jan 93

NOTE 155p.

PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS *Aging in Academia; *College Faculty; Community Colleges; Educational Trends; Faculty Integration; Faculty Workload; Females; *Full Time Faculty; Institutional Characteristics; Males; Part Time Faculty; Racial Composition; Teacher Background; *Teacher Characteristics; *Teacher Salaries; Two Year Colleges; Wages

IDENTIFIERS *North Carolina Community College System

ABSTRACT

Focussing on faculty characteristics, workload, and compensation, this report provides comprehensive data on full- and part-time faculty employed by institutions in the North Carolina Community College System (NCCCS). Data were drawn from the fall 1991 Department of Community Colleges' College Staff Information Data Survey, from the 1990 Faculty/Staff Study survey, and from annual statistical reports. Following a glossary and introduction, tables are presented detailing faculty growth, demographics, aging, education and experience at their current institution, workload, and hourly rate of pay for part-time faculty. Highlighted data include the following: (1) between fall 1987 and fall 1991, the number of full-time faculty increased by 12%, from 3,262 to 3,643, and part-time faculty increased by 18%, from 3,808 to 4,502, while full-time equivalent (FTE) students increased by 22%; (2) in fall 1987, 90.3% of full-time faculty were white, dropping only slightly to 89.8% by fall 1991; (3) from fall 1987 to fall 1991, the median age of full-time faculty increased from 44 to 45 years, while for part-time faculty, there was an increase from 39 to 41 years; (4) in 1991, approximately 56% of full-time curriculum faculty held at least a master's degree, and 62.5% had worked at their current institution for more than 5 years; (5) in fall 1991, approximately 96% of full-time curriculum faculty were assigned 10 or more contact hours of direct instruction; and (6) in fall 1991, the median hourly rate of part-time faculty in the curriculum area was \$14.42. Detailed data tables with breakdowns by instructional area are included. (PAA)

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Faculty/Staff Research Project

Profiles of Faculty Employed by North Carolina Community Colleges

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North Carolina Department of Community Colleges
Planning & Research Section

January 1993

Faculty/Staff Research Project

**Profiles of Faculty Employed by
North Carolina Community Colleges**

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Published by

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ACKNOWLEDGEMENTS

The project staff of the Planning and Research section of the North Carolina Department of Community Colleges would like to express its appreciation to the many individuals who assisted in the completion of the project.

Overall project guidance was provided by Dr. Sylvester McKay, former Director of Research, and Kathryn Baker Smith, Associate Vice President for Planning and Research. Brenda Splawn designed the tables and graphics included in this report. Robert Vanderheyden succeeded Dr. McKay as Director of Research in November 1992 and was responsible for coordination and completion of the project.

Other Departmental staff who provided valuable input included Bob Allen, Shirley Carroll, Ellen Haynes, Arthur Hohnsbehn, Steve Kulig, and Julian Wingfield.

Appreciation is expressed to Lei Zhang and Patrick Hughes, interns who volunteered their time to work on this project while working on their graduate degrees in Adult and Community College Education at North Carolina State University.

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GLOSSARY

Academic Education - Academic extension courses are designed to serve the educational needs of adults seeking intellectual growth. Courses in the humanities, math, science and social science would be offered under this category.

Adult Basic Education (ABE) - The Adult Basic Education program is designed for adults, age 16 and older, who have not completed the eighth grade or high school and function at less than the eighth grade level. Adults who meet the entrance criteria often lack reading, writing and computation skills and, therefore, have an impaired ability to function in society. The intent of ABE is to offer education services resulting in recipients becoming less dependent on others, more likely to benefit from occupational training and equipped with life skills to meet and manage their adult responsibilities. This program is offered at no charge to participants at all 58 colleges and at many off-campus sites.

Adult High School Diploma (AHSD) - The Adult High School Diploma program is designed especially for adults. This program is offered in cooperation with the public school system. Persons age 18 or older may enter the program. Sixteen or 17 year-olds who are considered a student with special needs and who are not enrolled in high school may also be admitted provided that certain requirements are met. Programs of study are of sufficient duration and intensity to enable the adult to develop the competencies necessary for the diploma. Instruction may be offered in a classroom setting or through learning laboratory courses or a combination of both. A diploma is awarded through a local school board upon passing the North Carolina Competency Test.

Avocational Extension - Avocational extension courses focus on an individual's personal or leisure interests rather than occupational, professional or employment interests.

3
College Transfer - A wide range of college transfer programs leading to two-year associate degrees in arts, fine arts or sciences are offered at the community colleges. Courses taught in these programs usually parallel those required during the freshman and sophomore years at many colleges and universities. Students who intend to transfer to a senior college of arts and sciences may complete most of the courses needed for the first and second year. Students must take a required complement of liberal arts courses including courses in English, the humanities, mathematics, science and social sciences. Each degree program has additional requirements for course work in the arts, fine arts or sciences. Students who have identified a major field of interest may take related electives to begin specialized work in that field (this is often referred to as a pre-professional emphasis).

Compensatory Education - A special state-funded educational program for mentally retarded adults over 17 years of age.

Curriculum Programs - Curriculum programs are planned educational programs that lead to the awarding of postsecondary level certificates, diplomas and associate degrees. Curriculum programs include vocational, technical, college transfer, and general education.

Continuing Education - Extension programs are non-credit courses that do not usually lead to the awarding of a postsecondary level certificate, diploma or degree. Extension programs include literacy, community service, business and industry training, and human resource development.

Faculty - All community colleges whose primary responsibilities involve guiding or directing the learning experiences of students in an instructional environment.

Full-Time Equivalent (FTE) - One student who takes 16 hours of class for one quarter (or 11 weeks) generates 176 student membership hours for each quarter enrolled. If this same student attends classes for one year (4 quarters), the student would generate 704 student membership hours which is equivalent to one annual FTE. In order for an institution to generate budget, approximately 21 FTEs must be generated before an instructional unit can be allocated. Each year the dollar amount for curriculum (credit) and extension (no-credit) changes depending on funds available.

Full-Time Faculty - Faculty members employed full-time by their institutions, as defined and determined by that institution. This includes both permanent and temporary employees.

General Education Program - General Education programs are designed for individuals wishing to broaden their educations, with emphasis on personal interest, growth and development. The two-year General Education program provides students opportunities to study English, literature, fine arts, philosophy, social science, science and mathematics at the college level. Many of the courses are equivalent to college transfer courses. The program is not, however, principally designed for college transfer. Many colleges conduct this program through contractual arrangements with a senior college or university. When conducted through the contractual arrangements, all contractual courses are designed for college transfer. Successful completion of 96 quarter hours of credit lead to an associate degree in general education.

Headcount - Unduplicated headcount is the total number of students (both full-time and part-time) enrolled in all courses during a year. Each student is counted only once during the year regardless of the number of classes he takes or the number of quarters for which he registers.

Human Resources Development (HRD) - The Human Resources Development Program, sponsored by the NC Department of Community Colleges, provides structured pre-vocational training, counseling and assistance into permanent employment or further skill training for unemployed or underemployed adults. Instruction includes, but is not limited to, the following: assessment of individual assets and limitations (includes assessment of attitudes, personal appearance, interpersonal behavior, and personal, educational and career goals), and development of problem-solving skills, communication skills, positive self-concept, and employability skills (includes instruction in how to appropriately complete job applications and resumes, handle job interviews and follow-up, and employee responsibilities). Instruction can also include short-term skills training and basic academic instruction in addition to pre-vocational training.

Job Training Partnership Act (JTPA) - The Job Training Partnership Act (JTPA) is a federal program designed to provide job training and employment opportunities for economically disadvantaged, unemployed or underemployed persons. In North Carolina, JTPA is primarily administered through local service delivery areas and by the state through the Division of Employment and Training of the Department of Economic and Community Development. In addition, the Department of Community Colleges administers certain specialized training programs through the local community colleges. In cooperation with the service delivery areas, local colleges provide additional training and other educational services for JTPA participants through curriculum and extension programs. The act also establishes the Dislocated Worker Program for persons who have lost their jobs because of technological change or plant closings; eligibility for this program is not restricted to economically disadvantaged people.

New and Expanding Industry - A customized service to train new or prospective employees in specific job skills is available to any new or expanding industry in the state. The Business and Industry Services section of the Department of Community Colleges helps colleges design and operate special training programs tailored to the exact specifications of a particular company. The purpose of this state-funded service is to promote industrial growth, to respond to changes in economic development patterns and to train the people of North Carolina to qualify for new and challenging employment opportunities created by the state's dynamic economic growth.

Occupational Extension - Occupational extension courses are occupationally oriented. These courses are designed for upgrading job skills or training for a new occupation. They are offered to people in all technical or vocational occupations and vary in length according to the complexity of the skill and the needs of the employee or employer. Most occupational extension courses are developed and taught on request from a group or an employer. Courses are usually offered at a time and place convenient to the employee and/or employer.

Part-Time Faculty - Faculty members employed part-time by their institutions, as defined and determined by that institution. This included both permanent and temporary employees.

Practical Skills - Practical skills extension courses are designed to provide practical training for persons pursuing skills that are not considered their primary vocation, but may supplement income or reasonably lead to employment.

Self-Supporting Programs - Classes offered by the college at its own expense that are designed to serve the unique needs of its community. Such classes do not generate FTE for budget purposes.

Technical Programs - Technical programs prepare students for entry-level jobs in paraprofessional fields as technicians. The two-year programs lead to an associate in applied science degree. Students take courses in English and social science in addition to courses of an occupational nature. With experience, many technicians move into professional or managerial positions. Though technical programs are college-level, they are designed for entrance into employment, not for college transfer. Certain courses in technical programs and some technical programs; however, may be accepted by a four-year college or university for transfer credit in an associated technical field.

Vocational Programs - Vocational programs are designed to provide training that will enable graduates to enter a skilled occupation at the entry-level and to progress rapidly to the skilled or craftsman level. Diplomas are awarded to graduates of vocational curricula one year or more in length. These programs require a minimum of 64 quarter hours of credit and include courses in communication skills and social sciences. Graduates of programs less than a year in length are awarded certificates.

INTRODUCTION

The instructional faculty of North Carolina's community colleges have a crucial role in the quality of education provided students. The faculty form the essential core of an institution's efforts to achieve its mission. Faculty members affect the long-term economic gains of students, local communities, and the state. For these reasons, it is important to know more about this valuable group of community college employees. Yet, very little is published system-wide about this group. Current reports and publications tend to focus on the total number of full- and part-time faculty and their average salaries. No single state-level publication provides detailed profiles concerning such characteristics as credentials, workload, years of state service, and age of full-time faculty members. Very little information has been published concerning part-time faculty.

To address this gap in published information, this report, Profiles of Faculty Employed by North Carolina Community Colleges, was conceived. Information presented in this report focuses on five main topics: faculty growth, faculty demographics, experience and education, workload, and compensation.

This report is the third in a series of reports generated by the Faculty/Staff Study that was initiated in the fall of 1990. Previous reports focused on college administrator concerns and faculty salary comparisons. This report is patterned after a similar national study produced by the National Center for Education Statistics (1991).

The basic source for this report was the annual Department of Community Colleges' College Staff Information Data survey. The survey is conducted in October of each year and requires each community college to report demographic, salary, and employment-status information for all college employees. Data obtained from this survey represent a snapshot of the system's employees as of October 1. Employees hired after October 1 are not included in the survey. Data for employees who leave the system during the academic year are not removed from the database. Data from the college staff survey are shared with state and national agencies and organizations.

The second data source for this report was the 1990 Faculty/Staff Study survey. Data obtained from this survey and presented in this report focus primarily on instructional credit hours, instructional contact hours, committee assignments and hourly rate of pay for part-time faculty.

The third source of data for this report were the annual statistical reports that highlight mainly student enrollment data. The reports provide limited information concerning community college faculty and staff.

This report provides the most comprehensive data available concerning the characteristics and status of faculty employed by community colleges in North Carolina. We expect that this report will stimulate discussions across the state concerning faculty-related issues.

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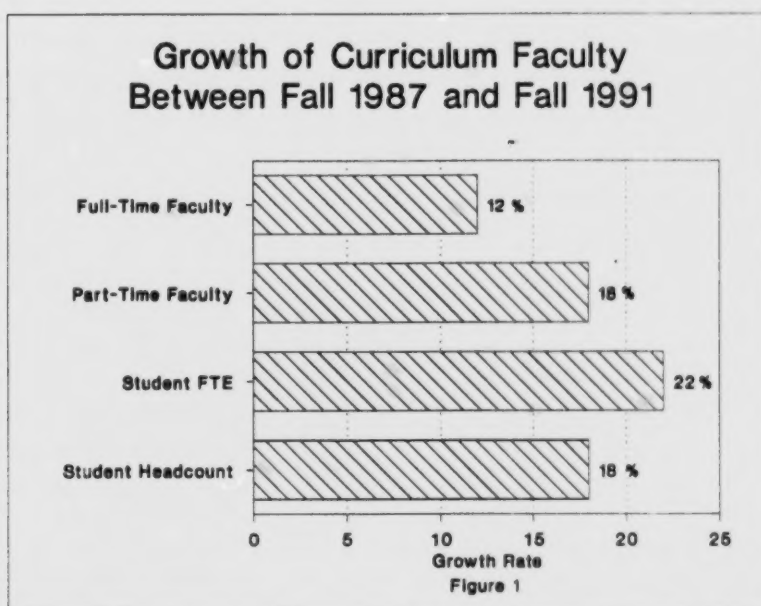
FACULTY GROWTH

The community college system counts students both in terms of full-time equivalents (FTE) and unduplicated headcounts. The following analysis shows that while FTE and student headcounts have increased from the fall of 1987 until the fall of 1991, the number of community college faculty have grown at a somewhat slower rate. During this same time period, the proportion of faculty employed full-time has decreased slightly.

Between the fall of 1987 and the fall of 1991, the number of full-time curriculum faculty members increased from 3,262 to 3,643. This reflects a 12 percent increase over a four-year period (see Figure 1).

In the fall of 1987, the 58 community colleges had 3,808 part-time faculty members in the curriculum area, which represented 53.9 percent of the total curriculum faculty. By the fall quarter of 1991, the total number of curriculum faculty members at the colleges had increased by 15 percent. Part-time curriculum faculty increased by 18 percent to 4,502 people, and was 55.3 percent of the total curriculum faculty.

These increases occurred while FTE increased 22 percent and student headcounts increased 18 percent. The difference in growth of FTE versus growth of faculty members implies that average FTE generated per faculty member increased (i.e., class size and/or faculty workloads grew). As a hypothetical example, if average FTE per class section was 15 in fall of 1987, an average of 16 FTE per section in 1991 would account for all of the



difference. This does not necessarily imply that the average number of students per class section grew. FTE are based on numbers of students and number of hours that a course meets for a given quarter, so a shift toward high membership hour courses (the number of hours that a course meets for the assigned quarter) could result in FTE growth without a growth in number of students per section.

Comparing enrollment growth for the four curriculum areas with faculty growth within the same areas is a more complicated issue. Complications arise from variations in the way colleges report faculty type, the recent introduction of college transfer as a program area in a number of additional colleges, and the current system of FTE reporting.

Generally speaking, vocational faculty members teach vocational students and technical faculty members teach technical students with only minor exceptions. In the fall of 1987, full-time faculty members in the technical and vocational areas comprised 42.6 and 59.4 percent of their respective total faculty (see Table 1). In the fall of 1991, the proportion of full-time faculty in the technical and vocational areas showed little change at 42.8 and 57.7 percent respectively. Over this period of time, the full-time faculty for the technical area grew 14 percent and the part-time faculty grew 13 percent, while technical FTE increased 19 percent (see Table 2). Full-time vocational faculty experienced a decline of four percent and part-time vocational faculty grew three percent in the same period, while vocational FTE decreased one percent. From fall of 1987 to the fall of 1991, the headcount of students in the technical area grew 12 percent and the vocational area experienced no substantial growth. More specific information concerning growth of the faculty over this time period, including the intervening years, is present in the Appendix, Table A.

Comparing faculty to enrollment is also complicated when addressing the general education and college transfer program areas. From the fall quarter of 1987 to the fall quarter of 1991, six colleges started new college transfer programs. By the fall quarter of 1993, 44 colleges will be offering college transfer programs (an additional 12 colleges offer college transfer courses through contracts with senior institutions). This situation causes problems in two ways: a) growth trends for new programs are somewhat erratic, and b) designation of faculty as "college transfer" does not necessarily occur when the program begins. In the fall of 1991 four colleges had operated college transfer programs for at least two years and reported no full- or part-time college transfer faculty.

Technical and vocational students take general education and college transfer courses, and in doing so generate technical and vocational FTE. Frequently, college transfer faculty teach college transfer courses in which more than 75 percent of the students are vocational or technical students. Many department heads report that over half of the students registered in college transfer and general education courses are enrolled in non-college transfer programs. At the same time some college transfer and general education faculty members teach technical and vocational courses. To further complicate matters, the labels of "college transfer," "general education," "vocational" and "technical" tend to be somewhat arbitrary for faculty members in "Arts and Sciences" fields like mathematics,

Table 1

**Full- and Part-Time Faculty Distribution and Growth Rate of Faculty
Between Fall 1987 and Fall 1991**

Area of Instruction	Fall 1987		Fall 1991		Growth Rate 1987-91
	n	% of Total	n	% of Total	
CURRICULUM					
<u>College Transfer</u>					
Full-Time Faculty	541	45.8	639	42.9	18.0%
Part-Time Faculty	641	54.2	851	57.1	33.0%
<u>General Education</u>					
Full-Time Faculty	162	40.3	224	36.5	38.0%
Part-Time Faculty	240	59.7	390	63.5	63.0%
<u>Technical</u>					
Full-Time Faculty	1,776	42.6	2,027	42.8	14.0%
Part-Time Faculty	2,391	57.4	2,709	57.2	13.0%
<u>Vocational</u>					
Full-Time Faculty	783	59.4	753	57.7	-4.0%
Part-Time Faculty	536	40.6	552	42.3	3.0%
CURRICULUM TOTALS					
Full-Time Faculty	3,262	46.1	3,643	44.7	12.0%
Part-Time Faculty	3,808	53.9	4,502	55.3	18.0%
Total	7,070		8,145		15.0%
CONTINUING EDUCATION					
<u>Literacy</u>					
Full-Time Faculty	130	7.2	167	7.2	28.5%
Part-Time Faculty	1,664	92.8	2,143	92.8	28.8%
<u>Non-Literacy</u>					
Full-Time Faculty	131	3.3	113	2.5	-13.7%
Part-Time Faculty	3,789	96.7	4,473	97.5	18.1%
CONTINUING EDUCATION TOTALS					
Full-Time Faculty	261	4.6	280	4.0	6.0%
Part-Time Faculty	5,453	95.4	6,616	96.0	21.0%
Total	5,714		6,896		21.0%
GRAND TOTALS					
Full-Time Faculty	3,523		3,923		11.0%
Part-Time Faculty	9,261		11,118		20.0%
Total	12,784		15,041		18.0%

Table 2

**Student FTE and Headcount Distribution and Growth Rate
Between Fall 1987 and Fall 1991**

Area of Instruction	Fall 1987 n	Fall 1991 n	Growth Rate 1987-91
CURRICULUM			
<u>College Transfer</u>			
Student FTE	13,272	20,887	57.0%
Student Headcount	18,800	27,732	48.0%
<u>General Education</u>			
Student FTE	5,215	7,804	50.0%
Student Headcount	8,318	11,324	36.0%
<u>Technical</u>			
Student FTE	54,682	65,180	19.0%
Student Headcount	77,951	87,617	12.0%
<u>Vocational</u>			
Student FTE	20,865	20,710	-1.0%
Student Headcount	18,458	18,510	0.0%
CURRICULUM TOTALS			
Student FTE	94,034	114,581	22.0%
Student Headcount	123,527	145,183	18.0%
CONTINUING EDUCATION			
Student FTE	42,496	46,960	11.0%
Student Headcount	152,909	199,301	30.0%
GRAND TOTALS			
Student FTE	136,530	161,541	18.0%
Student Headcount	276,436	344,484	25.0%

English, biology, history, psychology, and many others. These faculty members may have students from any of the four curriculum areas in their college transfer classes at any given time. College transfer faculty may also teach a course from any of three curriculum areas (any except vocational) during a given year. All of this implies that large increases in college transfer FTE may require comparatively small increases in college transfer faculty. In fact, if 50 percent of the students that college transfer faculty teach are from non-college transfer programs, a 100 percent increase in college transfer FTE would require only a 50 percent increase in college transfer faculty for all other related factors to remain unchanged.

From the fall of 1987 to the fall of 1991, FTE for all college transfer programs increased 57 percent, while full-time faculty and part-time faculty grew 18 percent and 33 percent respectively. In the fall of 1987, seven of the 30 Colleges with college transfer programs had those programs for two years or less (see DCC Annual Statistical Reports for 1988, 1992). For the 23 colleges with college transfer programs in existence for at least two years in by the fall of 1987, FTE increased 33 percent and headcount increased 12 percent while full-time and part-time faculty increased eight percent and 19 percent respectively. For these same 23 colleges, full-time faculty were 46 percent of the total college transfer faculty in the fall of 1987 and 44.8 percent of the total college transfer faculty in 1991. The figures for the 23 selected colleges tend to be a better measurement of the trends in the college transfer area since they are more likely to have established the a pattern for labeling college transfer faculty and enrollment patterns will be less erratic than would be the cases at colleges with new college transfer programs.

In the case of general education programs, if they existed at the college in the fall of 1991, then they have existed for quite some time. FTE in general education programs have increased 50 percent from the fall of 1987 to the fall of 1991, while full-time and part-time faculty increased 38 percent and 63 percent respectively. In the fall of 1987, full-time faculty comprised 40.3 percent of the total general education faculty, while full-time faculty comprised 36.5 percent of total general education faculty in the fall of 1991.

Much of the growth in the number of full-time instructional positions has occurred in accounting/bookkeeping, adult basic education, adult high school programs, biology, child care, English, history, law enforcement/police science, mathematics, associate degree nursing programs, trades, paralegal, psychology, and radiology. Following a similar pattern, part-time instructional positions have increased in the areas of adult basic education, adult high school, biology, crafts, data processing/computer programming, English, fire protection, foreign language, history, mathematics, medical emergency technology, associate degree nursing programs, other academic areas, other health occupations, and law enforcement (see Table 3). Notable declines were observed in clothing manufacturing and production, homemaking, interior design, recreational hobbies, and typing and related occupations. Some of the declines can be attributed to shifting labor market demands and changing technologies. For example, typing instructors have been replaced by keyboarding and word processing instructors.

Table 3

Principal Area of Instruction

Area of Instruction	1987			1991		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Accounting/Bookkeeping	116	206	322	133	203	336
Adult Basic Education	108	1,082	1,190	128	1,370	1,498
Adult High School Education	54	409	463	47	465	512
Administrative Mgt. and Supervisory Occupations	86	160	246	92	169	261
Air Cond., Heating, and Refrig.	43	43	86	41	40	81
Art	26	352	378	26	315	341
Automotive Mechanic	90	68	158	74	63	137
Biology	86	40	126	119	73	192
Carpentry	36	57	93	38	54	92
Chemistry	38	18	56	38	33	71
Child Care and Guidance	27	94	121	38	91	129
Clothing Mgt., Production and Services	3	106	109	1	82	83
Cosmetology	68	34	102	76	47	123
Crafts, Ceramics, Needlework, etc.	-	-	-	1	281	282
Data Processing Systems Programming and Operations	166	393	559	174	531	705
Drafting	37	44	81	37	46	83
Education, Business	65	132	197	44	102	146
Electrical Occupations	34	50	84	33	53	86
Electronic Technology	97	48	145	93	40	133
English	319	367	686	375	548	923
Fire and Safety Technology	1	59	60	2	84	86
Firemanship	3	171	174	3	307	310
Food Management, Production, and Services	14	60	74	12	70	82
Foreign Language	16	66	82	22	175	197
General Office, Clerical Occupations	23	46	69	22	56	78
History	34	69	103	50	104	154

(Continued)

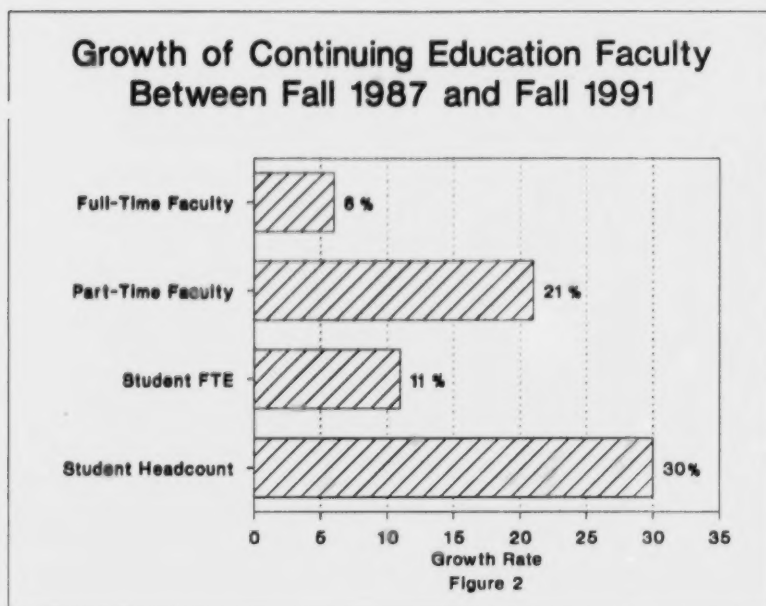
Table 3 (Continued)

Area of Instruction	1987			1991		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Homemaking: Preparation for Personal, Home & Family Living (Non-Occupational)	2	196	198	2	150	152
Interior Design/Decorating and Home Furnishing	6	120	126	7	76	83
Law Enforcement/Police Training	33	340	373	43	377	420
Machine Shop	50	51	101	54	54	108
Mathematics	199	271	470	236	386	622
Medical Emergency Technician	18	229	247	19	485	504
Music	22	108	130	22	122	144
Nursing Assistance (Aide)	9	61	70	14	193	207
Nursing, Associate Degree	246	90	336	311	160	471
Nursing, Practical	72	25	97	65	20	95
Other, Academic	13	122	135	43	279	322
Other, Health	1	81	82	14	116	130
Other, Trades	9	126	135	24	150	174
Paralegal	11	30	41	24	56	80
Physical Education	38	135	173	38	125	163
Police Science Technology	35	104	139	45	156	201
Product Design (Arts, Crafts, Furniture Design)	8	178	186	9	89	98
Psychology	54	145		65	164	229
Radiologic and Nuclear Medicine	35	20	55	46	36	82
Real Estate	10	137	147	8	119	127
Recreational Hobbies	-	163	163	-	75	75
Secretarial, Stenographic, and Related Occupations	126	92	218	129	68	197
Sociology	17	52	69	24	51	75
Theology and Religion	5	114	119	4	70	74
Typing and Related Occupations	17	144	161	25	96	121
Welding and Cutting	65	74	139	61	63	124
Woodworking Occupations	8	58	66	10	68	78

Overall, the full-time continuing education faculty has grown by six percent while the number of part-time faculty in this area has grown by 21 percent (see Figure 2). More specifically, in the fall of 1987, 7.3 percent of the literacy faculty were full-time while 7.2 percent of the faculty were full-time in the fall of 1991. Full-time literacy faculty grew 28.5 percent while part-time faculty grew 28.8 percent from fall 1987 to fall 1991. Literacy FTE grew 12 percent during this same time period.

In the fall of 1987, 3.3 percent of the non-literacy continuing education faculty were full-time versus 2.4 percent full-time faculty in the fall of 1991. FTE in this area grew 10 percent from the fall of 1987 until the fall of 1991, while the number of full-time faculty decreased 16 percent and the number of part-time faculty increased 18 percent.

The fastest growing areas in continuing education in terms of number of part-time faculty include new and expanding industry (333%), self-supporting (191%), human resource development (59%), compensatory education (53%), and adult basic education (29%). The extension areas experiencing a decline in number of part-time faculty members include academic (18%) and JTPA (85%).



FACULTY DEMOGRAPHICS

In this section, we will investigate the trends in the gender and racial mix of full- and part-time faculty from the fall of 1987 to the fall of 1991. The values used to measure these trends are percent of faculty meeting the referenced demographic characteristic. The percent changes refer to the actual numerical change of these percentages, not rate of change (i.e., a change from 40 percent to 50 percent would be noted as an increase of 10 percentage points, not a 25 percent growth).

Gender

In the fall of 1987, 55.6 percent of all full-time faculty in North Carolina community colleges were male (see Figure 3). This proportion dropped to 52.4 percent by the fall of 1991 (see Figure 4). This is a clear reflection of the national trend of an increased pool of qualified females and the state-wide community college trend of an increasing number of and enrollment in programs for female dominated occupations. At the same time, as indicated in Figures 5 and 6, the proportion of part-time female faculty remained virtually unchanged (54.2 percent in 1987 and 54.5 percent in 1991). While a slight gender gap exists in several areas for both part-time and full-time faculty, there is a distinct trend toward a mix of males and females that is representative of the population of the state.

Race

The same cannot be said of the racial mix of the faculty. In the fall of 1987, 90.3 percent of all full-time faculty members were white, while 7.9 percent of the full-time faculty were black and 1.8 percent of the full-time faculty were of another race (see Figure 7). The numbers of part-time faculty were not as disproportionate, with 85.5 percent of part-time faculty being white, 13.0 percent black and 1.6 percent of another race. By the fall of 1991, 89.8 percent of the full-time faculty were white (see Figure 8). Similar information is provided in Figures 9 and 10 concerning part-time faculty.

Gender and Race

The proportion of white male faculty decreased 3.7 percentage points for full-time and 0.4 percentage points for part-time (see Table 4 and Table 5). Most of the corresponding increase was in white women whose share of full-time faculty increased 2.9 percentage points and part-time faculty, 1.0 percentage points. Full-time black males were the only non-white/gender group to experience an increase of percentage points of more than three tenths of one point. The proportion of part-time black males and females decreased from fall 1987 to fall 1991, while proportions of persons of another race experienced little change.

Full-Time Faculty by Gender Fall 1987

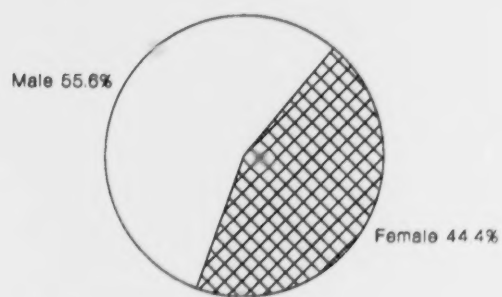


Figure 3

Full-Time Faculty by Gender Fall 1991

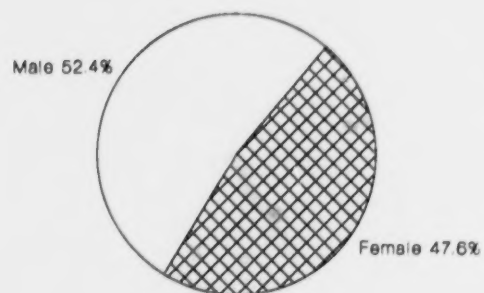


Figure 4

Part-Time Faculty by Gender Fall 1987

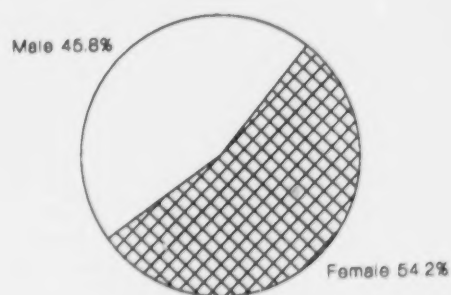


Figure 5

Part-Time Faculty by Gender Fall 1991

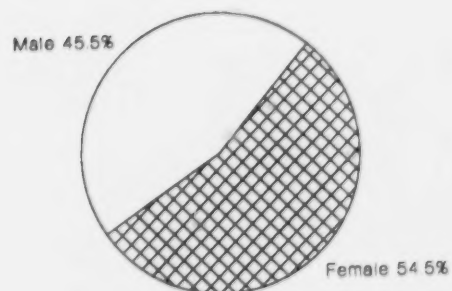


Figure 6

**Full-Time Faculty by Race
Fall 1987**

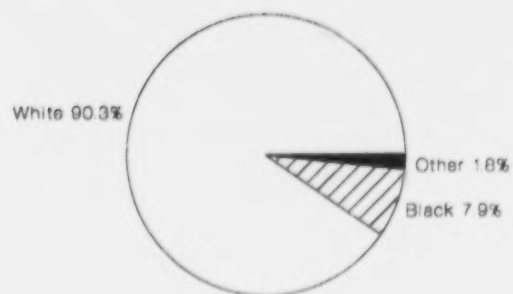


Figure 7

**Full-Time Faculty by Race
Fall 1991**

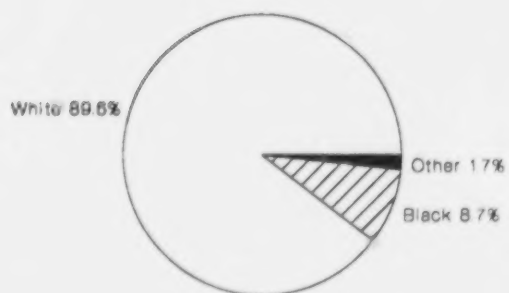


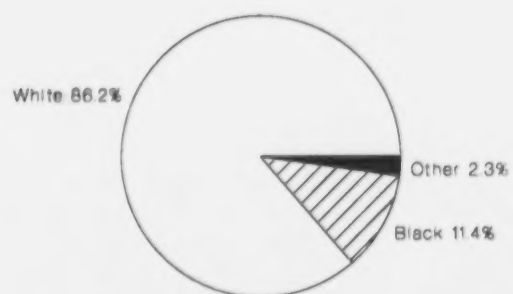
Figure 8

Part-Time Faculty by Race Fall 1987



Figure 9

Part-Time Faculty by Race Fall 1991



•Does not equal 100% due to rounding.

Figure 10

Table 4

**Distribution of Full-Time Curriculum and Continuing Education
Faculty by Race and Gender**

Area of Instruction	Full-Time			
	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
White Male	1,756	53.8	1,826	50.1
White Female	1,238	38.0	1,498	41.1
Black Male	63	1.9	88	2.4
Black Female	149	4.6	170	4.7
Native American Male	11	.3	11	.3
Native American Female	7	.2	11	.3
Hispanic Male	6	.2	4	.1
Hispanic Female	5	.2	3	.1
Asian Male	20	.6	23	.6
Asian Female	7	.2	9	.3
Subtotal	3,262		3,643	
Continuing Education				
White Male	78	29.3	75	26.8
White Female	109	41.8	114	40.7
Black Male	22	8.4	28	10.0
Black Female	45	17.2	57	20.4
Native American Male	1	.4	1	.4
Native American Female	5	1.9	4	1.4
Hispanic Male	1	.4	-	-
Hispanic Female	-	-	-	-
Asian Male	-	-	-	-
Asian Female	-	-	1	.4
Subtotal	261		280	
Totals				
White Male	1,834	52.1	1,901	48.4
White Female	1,347	38.2	1,612	41.1
Black Male	85	2.4	116	3.0
Black Female	194	5.5	227	5.8
Native American Male	12	.3	12	.3
Native American Female	12	.3	15	.4
Hispanic Male	7	.2	4	.1
Hispanic Female	5	.2	3	.1
Asian Male	20	.6	23	.6
Asian Female	7	.2	10	.2
Grand Total	3,523		3,923	

Table 5

**Distribution of Part-Time Curriculum and Continuing Education
Faculty by Race and Gender**

Area of Instruction	Part-Time			
	1987		1991	
	%	n	n	%
Curriculum				
White Male	1,988	52.2	2,221	49.3
White Female	1,471	38.6	1,901	42.2
Black Male	127	3.3	120	2.7
Black Female	160	4.2	193	4.3
Native American Male	11	.3	12	.3
Native American Female	8	.2	8	.2
Hispanic Male	11	.3	10	.2
Hispanic Female	10	.3	11	.2
Asian Male	10	.3	14	.3
Asian Female	12	.3	12	.3
Subtotal	3,808		4,502	
Continuing Education				
White Male	1,854	34.0	2,360	35.7
White Female	2,602	47.7	3,105	46.9
Black Male	216	4.0	256	3.9
Black Female	697	12.8	703	10.6
Native American Male	10	.2	16	.2
Native American Female	30	.6	46	.7
Hispanic Male	10	.2	34	.5
Hispanic Female	17	.3	52	.8
Asian Male	4	.1	14	.2
Asian Female	13	.2	30	.5
Subtotal	5,453		6,616	
Totals				
White Male	3,842	41.5	4,581	41.1
White Female	4,073	44.0	5,006	45.0
Black Male	343	3.7	376	3.4
Black Female	857	9.2	896	8.0
Native American Male	21	.2	28	.3
Native American Female	38	.4	54	.5
Hispanic Male	21	.2	44	.4
Hispanic Female	27	.3	63	.6
Asian Male	14	.2	28	.3
Asian Female	25	.3	42	.4
Grand Total	9,261		11,118	

Gender and Race in Specific Program Areas

Specific program area information by gender and race is presented in Tables B-D of the Appendix. A summarization of these tables is provided below.

In the curriculum area, full-time male faculty comprised 56.9 percent of all full-time faculty in 1987. This proportion dropped 3.3 percentage points by 1991. During the same period of time the gender mix for part-time faculty mirrored that of full-time faculty with 56.4 percent male in the fall 1987 dropping to 52.8 percent male in the fall of 1991. Over 90 percent of the part-time and full-time faculty were white for each year studied; and only in the general education instructional area were proportions of white faculty below 90 percent. In 1987, full-time white faculty were 91.8 percent of all full-time curriculum faculty and by 1991 this number had decreased to 91.2 percent. Full-time black faculty experienced all of the 0.6 percentage point gain with an increase to 7.5 percent of all full-time curriculum faculty by the fall of 1991.

Trends for racial composition of part-time faculty were the opposite of those for full-time faculty. Between 1987 and 1991, the proportion of part-time white faculty increased eight tenths of one percentage point to 91.6 percent of all part-time curriculum faculty while black and other faculty experienced losses of 0.6 and 0.2 percentage points respectively.

When examining the curriculum faculty by race and gender the trends paralleled those of the faculty overall. White males experienced significant losses of 3.6 percentage points for full-time faculty and 2.9 percentage points for part-time faculty, while white females experienced virtually all of the gains with increases of over three percentage points for full-time and part-time faculty. Full-time black males experienced a gain of 0.5 percentage point, while part-time black males experienced a loss of 0.6 percentage points from 3.3 percent to 2.7 percent over the time period investigated.

In the college transfer area, gender trends for full-time faculty were the opposite of those for part-time faculty. In 1987, 61.5 percent of full-time faculty were male. This proportion decreased to 58.8 by 1991. For the same time period, the proportion of part-time female faculty experienced a small change from 52.0 percent to 51.8 percent. For 1987 and 1991, both full-time and part-time white faculty represented over 92 percent of their respective classifications. Full-time white faculty experienced a loss of 0.6 percentage points to 92.6 percent of the full-time college transfer faculty by 1991 and part-time white faculty experienced a gain of 0.8 percentage points to 94.1 percent of the full-time college transfer faculty by the fall 1991. During this time period, full-time black faculty experienced a gain of 1.1 percentage points while the proportion of faculty of other races experienced a gain of 0.5 percentage points to 1.8 percent of part-time faculty and a loss of 0.5 percentage points to 1.9 percent of the full-time. In this area white males dominated the full-time ranks comprising over 55 percent of the full-time faculty while white women were the largest group of part-time faculty representing just under 49 percent of the part-time faculty with white males hovering around the 45 percent mark for the years examined.

The only full-time gender/racial college transfer group to experience significant losses was full-time white males with a loss of 2.9 percentage points while full-time white females experienced most of the gains (2.7 percentage point increase to 37.1 percent of the full-time faculty by 1991). Full-time black males and females made some gains over this time period with respective increases of 0.3 and 0.6 percentage points. On the other hand, part-time black males experienced a loss of 1.2 percentage points, while part-time white males experienced a gain of one percentage point.

In the technical area, the full-time faculty was 50.9 percent female in the fall of 1987 and 53.3 percent female by 1991. Women also experienced gains in proportion of part-time faculty where 43.7 percent of part-time faculty were women in 1987 which increased to 46.4 percent in the fall of 1991. Full-time faculty experienced virtually no changes with regard to race while the proportion of part-time white faculty increased 1.3 percentage points and part-time black faculty decreased 0.9 percentage points from 1987 to 1991. Only full-time white males experienced significant losses in the full-time technical faculty while full-time white females made corresponding gains. Part-time white female faculty experienced a 3.7 percentage point increase from 1987 to 1991, while white males, black males and black females experienced losses of 2.3, 0.3 and 0.6 percentage points respectively. Part-time female faculty of another race experienced a loss of 0.3 percentage points over this time period.

The general education area was the only area where the proportion of women was significantly higher than the proportion of men. It should be noted that the number of faculty in the general education area is less than seven percent of the total number of curriculum faculty. In the fall of 1987, 54.9 percent of full-time general education faculty were female. This proportion increased to 58.0 percent by the fall of 1991. A similar pattern occurred in part-time faculty numbers, where 59.6 percent of the part-time general education faculty were female in 1987 and this percentage increased to 61.5 percent by 1991. As noted above this is the only curriculum area where the proportion of white faculty is under 90 percent for the years examined. Full-time and part-time black faculty experienced respective gains of 3.2 and 3.6 percentage points while their white counterparts experienced the corresponding losses with full and part time faculty of another race experienced losses of 0.3 percentage points or less over the years studied. Full-time white males experienced the greatest losses with a 4.1 percentage point decrease while full-time white females, black males and black females experienced gains of 0.7, 0.7 and 0.8 percentage points respectively. The numbers of full-time faculty of another race (both male and female) were too small (one or zero) for their percent changes to be considered significant; part-time males and females of another race experienced losses of 0.6 and 0.7 percentage points respectively.

The proportion of full-time male faculty in the vocational area is more than double that of women for each year examined. Part-time faculty in the fall of 1991 were 66.3 percent male versus 33.7 percent female. The proportion of women did increase from 1987 to 1991 for both full-time and part-time faculty with respective increases of 2.6 and 7.4 percentage points. Full-time black faculty experienced a gain of 1.3 percentage points.

The opposite is true of the part-time faculty where the black faculty experienced a loss of 1.1 percentage points and the proportion of white faculty increased 1.2 percentage points.

By the fall of 1991, the proportion of full-time white male faculty decreased 4.2 percentage points to 66.4 percent of all full-time vocational faculty while proportions of white female and black male faculty increased 3.1 and 1.5 percentage points respectively. The proportion of part-time white male and black male faculty decreased 5.4 and 1.4 percentage points respectively from 1987 to 1991 while the proportion of white female faculty increased 6.7 percentage points. The proportion of full-time and part-time faculty members classified as "other" experienced little or no change for males or females.

White females comprised the largest group of full-time continuing education faculty in the fall of 1991 (40.7%). The number of black male and black female faculty increased somewhat between 1987 and 1991 to 10 percent and 20.4 percent, respectively. A similar pattern was noted for part-time continuing education faculty..

Approximately 74 percent of all full-time literacy faculty members were female in the fall of 1987. This number decreased to 70.7 percent by 1991. The trend for part-time faculty members paralleled that of full-time faculty members with 81.3 percent of part-time literacy faculty female in 1987, decreasing to 79.3 percent by 1991.

During this time period, the proportion of full-time white faculty decreased 5.5 percent from 70.8 percent in 1987 to 65.3 percent in 1991. The proportion of full-time black faculty increased 5.4 percentage points, from 26.9 percent to 32.3 percent, while the "other" full-time faculty experienced no significant change. The 4.3 percentage point increase in black females accounted for most of the increase in full-time black faculty while the 7.7 percentage point decrease in white females represented all of the decrease in full-time white faculty (full-time white males increased 2.4 percentage points). Part-time black faculty lost significant ground from 1987 to 1991 with a 3.2 percentage point decrease to 30 percent of the part-time literacy faculty. White and "other" part-time faculty both experienced gains of more than 1.4 percentage points. White males and "other" females enjoyed most of these increases.

For non-literacy continuing education faculty, full-time males outnumbered full-time females 52.7 percent to 47.3 percent in the fall of 1987 and 51.3 percent to 48.7 percent in the fall of 1991. For part-time non-literacy, females comprised 52.9 percent of the faculty in the fall of 1987 and by the fall of 1991 the proportions of males and females were virtually equal (actual numbers differed by one). White full-time faculty represented over 70 percent of the non-literacy faculty for both 1987 and 1991.

The proportion of black full-time faculty increased three percentage points by 1991 to 27.4 percent of the full-time non-literacy continuing education faculty. White and other full-time faculty shared the losses with the proportion for each decreasing by at least 1.2 percentage points. During this time period, the proportion of white part-time faculty increased from 89.3 percent to 90.7 percent, while black part-time faculty decreased by

Physically Handicapped

While the total number of faculty in the North Carolina Community College System increased from the fall of 1987 to the fall of 1991, 15 percent in curriculum and 21 percent in continuing education, the numbers of physically handicapped faculty have declined by 23 percent in curriculum and 44 percent in continuing education (see Table 6) .

The college transfer area experienced a loss of one physically handicapped faculty member (seven percent of the college transfer total). This loss occurred in the full-time faculty ranks while the numbers of part-time physically handicapped faculty remained the same. The only curriculum area to experience a gain over this period of time was the general education area, with a 100 percent increase from three to six faculty members. Both full- and part-time general education faculty experienced 100 percent gains (see Appendix, Table E). The technical and vocational areas experienced losses of 25 percent or more in both full- and part-time faculty.

In the continuing education area, the number physically of handicapped full-time faculty decreased 67 percent (from three to one faculty members), while the numbers of physically handicapped part-time faculty decreased 28 percent (from 39 to 28).

Table 6

**Distribution of Physically Handicapped Full- and Part-Time
Curriculum and Continuing Education Faculty**

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
<u>College Transfer</u>				
Handicapped	14	1.2	13	.9
Non-Handicapped	1,168	98.8	1,477	99.1
<u>General Education</u>				
Handicapped	3	.8	6	1.0
Non-Handicapped	399	99.2	608	99.0
<u>Technical</u>				
Handicapped	37	.9	24	.5
Non-Handicapped	4,130	99.1	4,712	99.5
<u>Vocational</u>				
Handicapped	11	.8	7	.5
Non-Handicapped	1,308	99.2	1,298	99.5
Subtotals				
Handicapped	65	.9	50	.6
Non-handicapped	7,005	99.1	8,095	99.4
Total	7,070	100	8,145	100
Continuing Education				
<u>Adult Basic Education</u>				
Handicapped	10	.9	8	.5
Non-Handicapped	1,148	99.1	1,470	99.5
<u>Adult High School Education/GED</u>				
Handicapped	11	2.5	4	.8
Non-Handicapped	427	97.5	521	99.2

(Continued)

Table 6 (Continued)

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
<u>Occupational Extension</u>				
Handicapped	10	.5	8	.3
Non-Handicapped	2,127	99.5	2,792	99.7
<u>Compensatory Education</u>				
Handicapped	3	1.5	1	.3
Non-Handicapped	195	98.5	306	99.7
<u>Other</u>				
Handicapped	18	1.0	8	.5
Non-Handicapped	1,765	99.0	1,778	99.5
Subtotals				
Handicapped	52	.9	29	.4
Non-Handicapped	5,662	99.1	6,867	99.6
Total	5,714	100	6,896	100
Grand Totals				
Handicapped	117	.9	79	.5
Non-Handicapped	12,667	99.1	14,962	99.5
Total	12,784	100	15,041	100

AGING OF THE FACULTY

Median Age of the Faculty

In a college system as large as the North Carolina Community College System the aging of the faculty is a critical issue. An equal distribution of faculty by age helps ensure continuity of teaching while providing opportunity for bright young teachers to develop.

The distribution of faculty ages can be examined using several techniques. In this report, we will study proportions of faculty that are more than five years above or below the median age. Ideally, the majority group (approximately 40 percent) of faculty should be in the critical eleven year range about the median and the median should be in the mid-forties (half way to the retirement age of 62 to 65). These conditions will provide for a strong nucleus of experienced faculty that have 15 to 25 years until retirement. The range may vary depending upon the classification of the group (full-time or part-time), and minimum education/experience requirements of the position held. Education/experience is significant since some positions require at least a vocational diploma and experience, which can be obtained at an early age, while other positions require a bachelor's or master's degree and experience, which take longer to attain.

In the fall of 1987, the median age of the full-time curriculum faculty in the North Carolina Community College System was 44 years of age; by 1991 the median age was 45 years of age (see Table 7). In the fall of 1991, 27 percent of the curriculum faculty was under the age of forty, while 29 percent of the full-time curriculum faculty was over the age of fifty (see Appendix Table F). This implies that the ages of the full-time curriculum faculty are relatively evenly dispersed about the median age with a relatively large proportion (44 percent) of the full-time curriculum faculty in the eleven year range of forty to fifty years of age. The median age of the part-time curriculum faculty was 39 in the fall of 1987 and rose to 41 by the fall of 1991 (see Table 8). In the fall of 1991, 30.0 percent of the part-time curriculum faculty was under the age of 36 while 31.3 percent was over the age of 46, a relatively equal distribution of ages.

In the college transfer area, the median age of full-time faculty was 44 in the fall of 1987 and increased to 46 by the fall of 1991. In the fall of 1991, 24.9 percent of the full-time faculty was under the age of 41 while 27.1 percent was over the age of 51 with 48 percent of the full-time faculty between the ages of 41 and 51. For their part-time counterparts, the median age, in the fall of 1987, was 39. This value increased to 41 years of age by the fall of 1991 with 30.0 percent of the part-time faculty below the age of 36 and 31.3 percent above the age of 46. The critical eleven year range about the median included 38.7 percent of the part-time college transfer faculty.

Among the curriculum program areas, only the full-time general education faculty experienced a decline in median age, dropping from 44.5 years of age in the fall of 1987 to 44 years of age in the fall of 1991. This decline is so small that it is considered insignificant. In the fall of 1991, 22.3 percent of the full-time general education faculty

Table 7

**Trend in Median Age of Full-Time Faculty
Between Fall 1987 and Fall 1991**

Area of Instruction	<u>1987-88</u>		<u>1988-89</u>		<u>1989-90</u>		<u>1990-91</u>		<u>1991-92</u>	
	n	median	n	median	n	median	n	median	n	median
Curriculum										
College Transfer	541	44.0	534	45.0	551	45.0	610	45.5	639	46.0
General Education	162	44.5	185	43.0	195	43.0	195	43.0	224	44.0
Technical	1,776	42.0	1,819	43.0	1,927	43.0	1,986	44.0	2,027	44.0
Vocational	783	45.0	751	46.0	735	46.0	733	47.0	753	47.0
Overall Curriculum Faculty	3,262	44.0	3,289	44.0	3,408	44.0	3,524	45.0	3,643	45.0
Continuing Education										
Academic	5	39.0	4	35.5	3	39.0	3	40.0	1	43.0
Adult Basic Education	81	39.0	86	40.0	97	40.0	93	42.0	92	44.0
Adult High School/GED	30	42.0	32	43.0	42	43.0	41	42.0	42	42.5
JTPA	9	35.0	6	36.0	4	36.0	3	36.0	3	37.0
Human Resource Dev.	35	36.0	36	37.0	38	38.5	40	38.5	42	38.5
New/Expanding Industry	7	38.0	6	45.0	5	36.0	3	50.0	-	-
Occupational Extension	73	47.0	62	44.0	64	43.0	64	44.0	62	44.0
Self-Supporting	-	-	-	-	-	-	1	40.0	1	41.0
Avocational Extension	1	31.0	3	49.0	2	40.5	4	47.5	3	52.0
Practical Skills	1	38.0	3	54.0	2	49.5	3	56.0	1	52.0
Compensatory Education	19	30.0	18	33.5	27	35.0	33	35.0	33	34.0
Overall Cont. Ed. Faculty	261	40.0	256	41.0	284	41.0	288	42.0	280	42.0

Table 8
Trend in Median Age of Part-Time Faculty
Between Fall 1987 and Fall 1991

Area of Instruction	<u>1987-88</u>		<u>1988-89</u>		<u>1989-90</u>		<u>1990-91</u>		<u>1991-92</u>	
	n	median	n	median	n	median	n	median	n	median
Curriculum										
College Transfer	641	39.0	718	40.0	661	42.0	684	42.0	851	41.0
General Education	240	40.0	203	41.0	233	41.0	283	43.0	390	43.0
Technical	2,391	39.0	2,577	39.0	2,419	40.0	2,464	41.0	2,709	41.0
Vocational	536	40.0	570	40.0	483	41.0	477	42.0	552	42.0
Overall Curriculum Faculty	3,808	39.0	4,068	40.0	3,796	40.0	3,908	41.0	4,502	41.0
Continuing Education										
Academic	396	42.0	338	44.0	316	44.0	339	44.0	326	45.0
Adult Basic Education	1,077	39.0	1,208	39.0	1,370	41.0	1,314	42.0	1,386	42.0
Adult High School/GED	408	38.0	461	39.0	431	41.0	475	40.0	483	42.0
JTPA	20	39.5	13	40.0	16	42.0	7	47.0	3	44.0
Human Resource Dev.	32	43.5	37	36.0	42	39.0	50	41.0	51	43.0
New/Expanding Industry	9	47.0	12	55.0	12	54.5	21	37.0	39	36.0
Occupational Extension	2,064	40.0	2,639	39.0	2,670	40.0	2,679	40.0	2,738	40.0
Self-Supporting	21	45.0	30	41.5	38	37.5	34	44.0	61	38.0
Avocational Extension	922	50.0	978	50.0	1,005	51.0	992	51.0	925	52.0
Practical Skills	325	53.0	302	52.0	334	52.0	348	54.0	330	55.0
Compensatory Education	179	33.0	224	34.0	247	35.0	263	36.0	274	36.0
Overall Cont. Ed. Faculty	5,453	41.0	6,242	41.0	6,481	42.0	6,522	42.0	6,616	43.0

were under the age of 39, while 29.0 percent were over the age of 49. As in the case of all full-time curriculum faculty, this indicates a relatively even representation of ages about the median age of 44 with a large proportion (48.7%) of the full-time faculty between the ages of 39 and 49. It is interesting to note that 62.5 percent of the full-time general education faculty were between the ages of 35 and 49. On the other hand, the median age of part-time general education faculty rose three years by the fall of 1991 to 43 years of age. With 32.6 percent of the part-time faculty under the age of 38 and 30.8 percent over the age of 48. This implies that the part-time general education faculty tends to be relatively young or old with a relatively small proportion of the faculty around the median age.

In the fall of 1987, the median age of the full-time technical faculty was 42.0 years, and by the fall of 1991 the median age was 44.0 years. In fall 1991, 26.7 percent of the full-time technical faculty was under the age of 39 while 28.9 percent was above the age of 49, with 44.4 percent in the critical eleven year interval of 39 and 49. During the same years, the median age of the part-time technical faculty went from 39.0 years of age to 41.0 years of age. In the fall of 1991, 31.2 percent of the part-time faculty were under the age of 36 while 28.6 percent were over the age of 46, with 40.2 percent between the ages of 36 and 46.

In the vocational area, the median age in the fall of 1987 was 45 increasing to 47 by the fall of 1991. At the end of this time period 28.8 percent of the full-time faculty were under the age of 42 and 19.2 percent were over the age of 52. It is interesting to note that only 15.3 percent of the full-time vocational faculty was below the age of 38. This is an indication of the amount of career experience that many vocational faculty bring to the classroom and the decline in numbers of young people going into the trades. This mirrors national trends. During the same time period, the median age of part-time vocational faculty increased from 40 to 42 years of age. By the fall of 1991, 33.5 percent of the part-time faculty were below the age of 37 and 32.6 were above the age of 47. The numbers of part-time faculty whose ages are within five years of the median was relatively low (33.9%), but this should not be a great concern since the median age for the group is also relatively low.

In the fall of 1987, the median age of the full-time continuing education faculty was 40, increasing to 42 by the fall of 1991. At the end of this time period, 25 percent of the full-time continuing education faculty were below the age of 37 and 27.9 percent were above the age of 47. This leaves 47.1 percent of the full-time faculty in the 37 to 47 year old age group. During the same time period, the median age for part-time faculty increased by two years to 43 in the fall of 1991 with 32 percent of the part-time faculty below the age of 38 and 33.7 percent above the age of 48 in the fall of 1991. Under 35 percent of the part-time faculty are between the ages of 38 and 48. The high proportion of full-time faculty and low proportion of part-time faculty whose ages are within five years of their respective medians is not necessarily a bad situation for the continuing education area. Different continuing education programs have varying needs and this situation may simply be a reflection of these varying needs.

Approximately five percent of the full-time curriculum faculty will reach or exceed age 65 within the next five years. Within the next 10 years, the percentage could reach or exceed 15 percent. Initially, vocational programs will be most affected by retirements. Within the next eleven years approximately 20 percent of the vocational instructors will reach or exceed age 65. Within eleven years, all curriculum program areas will be impacted by higher retirement rates.

Years in the State Retirement System

For most government employees in the state of North Carolina the number of years accumulated in the state retirement system is a measure of the number of years of state service. An employee can purchase additional years in the state retirement system for years spent in as an employee of another state or the federal government. The number of years in the state retirement system can also be less than the total number of years that an employee has been working for the state. This situation occurs when an employee leaves state service and removes his or her contributions to the retirement system and later returns to state service. This employee would have the option of purchasing the years by repaying the withdrawn contribution, including interest. As a rule, full-time faculty members in the community college system are the only faculty members to pay into and earn credit for years of state service in the state retirement system. As a result, this section will be restricted to those full-time faculty members.

In October of 1990, 14.2 percent of the curriculum faculty had earned 20 years or more in the state retirement system (see Appendix Table G). In the college transfer program area, 26.7 percent of the faculty had earned 20 or more years in the state retirement system. The general education and technical areas were much lower in their proportion of the faculty having earned 20 years or more years in the state retirement system with 14.7 and 12.1 percent, respectively. In vocational area, 9.3 percent of the faculty had earned 20 or more years in the state retirement system.

In October of 1990, only 9 continuing education faculty members (4.2%) had earned 20 or more years in the state retirement system. Additional information concerning continuing education faculty is presented in the Appendix.

EDUCATION AND EXPERIENCE AT CURRENT INSTITUTION

Education

The level of education and training of the faculty showed substantial increases between 1987 and 1991. As of fall 1991, more than 80 percent of the full-time curriculum faculty held at least a four-year degree (see Table 9). Approximately 56 percent held at least a master's degree and just under six percent had earned a doctoral degree. More than 81 percent of the extension faculty held at least a four-year degree. Eighty-one percent of the college transfer instructors held master's degrees and 15.1 percent had earned a doctorate. Similarly, 83.6 percent of the general education instructors held master's degrees and 6.7 percent had earned a doctorate. Twenty-nine percent of the technical instructors held four-year degrees; 56.1 percent held master's degrees; and 4.4 percent had earned doctoral degrees. Consistent with their area of instruction and Southern Association of Colleges and Schools' criteria, approximately 45 percent of the vocational instructors had a vocational diploma, at least two years of college, or an associate degree. More than 21 percent of the vocational instructors had completed a four-year degree program; ten percent had earned a master's degree, and five faculty members (0.7%) had earned a doctorate. With the exception of occupational extension programs, full-time extension or continuing education faculty positions were held by persons with four-year and master's degrees. Breakdowns of the levels of education of the faculty within each of the major program areas are presented in the Appendix in Table H.

Percent of Faculty Meeting SACS Educational Requirements

The Southern Association of Colleges and Schools (SACS) has established expected levels of education for faculty based on the level of the degree program in which they teach. For example, college transfer faculty are expected to hold a master's degree with 18 graduate hours in their area of instruction. Information concerning the status of faculty members meeting SACS criteria is only available state-wide for the fall of 1990.

More than 66 percent of the full-time curriculum faculty were reported as meeting SACS educational requirements through formal academic preparation (see Table 10) in the fall of 1990. An additional 29 percent met the standard through a combination of formal academic preparation, experience and competence. Approximately four percent met the standard based on unique experience and demonstrated competence. Only 20 (0.6%) faculty members system wide did not meet SACS criteria.

Within the specific program areas, 85.6 percent of the college transfer faculty, 88.3 percent of the general education faculty and 71.4 percent of the technical faculty met SACS criteria through formal academic preparation. The typical vocational faculty member (53.3%) met SACS criteria through a combination of preparation, experience, and competence.

Table 9
Highest Level of Education for
Curriculum and Continuing Education Faculty

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
Curriculum								
Less Than High School	5	.2	3	.1	20	.5	4	.1
High School or Equivalent	149	4.6	135	3.7	207	5.4	228	5.1
One Year of College	43	1.3	44	1.2	121	3.2	115	2.6
Vocational Diploma	180	5.5	176	4.8	172	4.5	165	3.7
Two Years of College	45	1.4	48	1.3	96	2.5	113	2.5
Associate Degree	214	6.6	230	6.3	276	7.2	363	8.1
Three-Four Years of College	76	2.3	69	1.9	121	3.2	109	2.4
Bachelor's Degree	741	22.7	801	22.0	1,451	38.1	1,505	33.4
Master's Degree	1,633	50.1	1,920	52.7	1,145	30.1	1,656	36.8
Doctorate	176	5.4	217	6.0	199	5.2	244	5.4
Subtotal	3,262		3,643		3,808		4,502	
Continuing Education								
Less Than High School	1	.4	1	.4	138	2.5	114	1.7
High School or Equivalent	23	8.8	18	6.4	1,196	21.9	1,441	21.8
One Year of College	5	1.9	5	1.8	332	6.1	376	5.7
Vocational Diploma	2	.8	5	1.8	114	2.1	172	2.6
Two Years of College	6	2.3	5	1.8	348	6.4	379	5.7
Associate Degree	11	4.2	9	3.2	304	5.6	493	7.5
Three-Four Years of College	10	3.8	9	3.2	286	5.2	270	4.1
Bachelor's Degree	134	51.3	152	54.3	1,921	35.2	2,350	35.5
Master's Degree	67	25.7	76	27.1	733	13.4	936	14.1
Doctorate	2	.8	-	-	81	1.5	85	1.3
Subtotal	261		280		5,453		6,616	
Totals								
Less than High School	6	.2	4	.1	158	1.7	118	1.1
High School or Equivalent	172	4.9	153	3.9	1,403	15.1	1,669	15.0
One Year of College	48	1.4	49	1.2	453	4.9	491	4.4
Vocational Diploma	182	5.2	181	4.6	286	3.1	337	3.0
2 Years of College	51	1.4	53	1.4	444	4.8	492	4.4
Associate Degree	225	6.4	239	6.1	580	6.3	856	7.7
Three-Four Years of College	86	2.4	78	2.0	407	4.4	379	3.4
Bachelor's Degree	875	24.8	953	24.3	3,372	36.4	3,855	34.7
Master's Degree	1,700	48.3	1,996	50.9	1,878	20.3	2,592	23.3
Doctorate	178	5.0	217	5.5	280	3.0	329	3.0
Grand Total	3,523		3,923		9,261		11,118	

Table 10
SACS Accreditation for
Full-Time Curriculum Instructors

Instructional Area	n	%
College Transfer		
Formal Academic Preparation	501	85.6
Unique Experience and Demonstrated Competence	4	.7
Combination of Preparation, Experience, and Competence	75	12.8
Instructor Does Not Meet SACS Criteria	5	.9
General Education		
Formal Academic Preparation	151	88.3
Unique Experience and Demonstrated Competence	2	1.2
Combination of Preparation, Experience, and Competence	17	9.9
Instructor Does Not Meet SACS Criteria	1	.6
Technical		
Formal Academic Preparation	1,343	71.4
Unique Experience and Demonstrated Competence	27	1.4
Combination of Preparation, Experience, and Competence	503	26.7
Instructor Does Not Meet SACS Criteria	10	.5
Vocational		
Formal Academic Preparation	227	32.2
Unique Experience and Demonstrated Competence	98	13.9
Combination of Preparation, Experience, and Competence	376	53.3
Instructor Does Not Meet SACS Criteria	4	.6
Total		
Formal Academic Preparation	2,222	66.4
Unique Experience and Demonstrated Competence	131	3.9
Combination of Preparation, Experience, and Competence	971	29.0
Instructor Does Not Meet SACS Criteria	20	.6

Although the majority (55.3%) of the part-time curriculum faculty met SACS educational standards through formal academic preparation, a higher percent of part-time than full-time faculty relied on unique experience and demonstrated competence (10.6%) (see Table 11).

Similar information is provided concerning continuing education faculty in the Appendix, Table I. In general, full-time continuing education faculty met SACS criteria through formal academic preparation. However, a large percentage relied on a combination of formal academic preparation, unique experience, and demonstrated competence. This was especially true in the areas of Adult High School Education/GED, Human Resource Development, New & Expanding Industry, Occupational Extension, and Practical Skills.

Experience at Current Institution

The vast majority of full-time curriculum faculty members (62.5%) had worked at their current institution for more than five years (see Table 12). A somewhat lower percentage, 41.4 percent, of full-time continuing education faculty had been employed at their current institution for more than five years. Just under six percent of the full-time faculty were newly employed for fall 1991. College transfer instructors tended to have more years at their current institution (69.8% with more than five years in 1991) than instructors in other program areas (see Appendix Table J). Technical program areas had the lowest percentage (60.1%) of instructors with more than five years of experience at their current institution.

Information concerning the prior working experience of community college faculty is not collected state-wide. Based on observations, job vacancy announcements, and age of most new employees, community colleges tend to hire faculty members with related work experience. It is unusual to find a new faculty member hired at age 21 and directly out of undergraduate school.

Table 11

**SACS Accreditation for
Part-Time Curriculum Instructors**

Instructional Area	n	%
College Transfer		
Formal Academic Preparation	398	64.7
Unique Experience and Demonstrated Competence	71	11.5
Combination of Preparation, Experience, and Competence	130	21.1
Instructor Does Not Meet SACS Criteria	16	2.6
General Education		
Formal Academic Preparation	171	69.0
Unique Experience and Demonstrated Competence	13	5.2
Combination of Preparation, Experience, and Competence	64	25.8
Instructor Does Not Meet SACS Criteria	-	-
Technical		
Formal Academic Preparation	1,142	56.7
Unique Experience and Demonstrated Competence	156	7.7
Combination of Preparation, Experience, and Competence	701	34.8
Instructor Does Not Meet SACS Criteria	15	.7
Vocational		
Formal Academic Preparation	101	25.3
Unique Experience and Demonstrated Competence	109	27.3
Combination of Preparation, Experience, and Competence	189	47.3
Instructor Does Not Meet SACS Criteria	1	.3
Total		
Formal Academic Preparation	1,812	55.3
Unique Experience and Demonstrated Competence	349	10.6
Combination of Preparation, Experience, and Competence	1,084	33.1
Instructor Does Not Meet SACS Criteria	32	1.0

Table 12
Years of Experience at Current Institution
for Full-Time Faculty

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
< 1 Year	209	6.4	203	5.6
1-5 Years	1,028	31.5	1,157	31.8
6-10 Years	725	22.2	781	21.4
11-15 Years	629	19.3	557	15.3
16-20 Years	509	15.6	515	14.1
21-25 Years	152	4.7	357	9.8
> 25 Years	10	.3	73	2.0
Subtotal	3,262	100	3,643	100
Continuing Education				
< 1 Year	49	18.8	15	5.4
1-5 Years	110	42.1	149	53.2
6-10 Years	58	22.2	61	21.8
11-15 Years	32	12.3	34	12.1
16-20 Years	12	4.6	18	6.4
21-25 Years	-	-	3	1.1
> 25 Years	-	-	-	-
Subtotal	261	100	280	100
Totals				
< 1 Year	258	7.3	218	5.5
1-5 Years	1,138	32.3	1,306	33.3
6-10 Years	783	22.3	842	21.4
11-15 Years	661	18.8	591	15.1
16-20 Years	521	14.8	533	13.6
21-25 Years	152	4.3	360	9.2
> 25 Years	10	.3	73	1.9
Total	3,523	100	3,923	100

FACULTY WORKLOAD

Until this report, very little published information was available concerning the workload of community college faculty in North Carolina. Anecdotal information indicated that most full-time faculty were assigned 15-21 instructional contact hours per week. Workloads tend to vary among and within institutions. The following section describes the workload of community college faculty in terms of credit hours, contact hours, number of course preparations, and months of employment.

Credit Hours

Approximately 89 percent of the full-time curriculum faculty were assigned ten or more credit hours of instruction (see Table 13). More than half of all curriculum instructors are assigned more than 15 credit hours. At least 10 percent reported 25 or more credit hours. At least a quarter of the extension faculty were also assigned curriculum courses that generate academic credit hours for students. Over 40 percent of the full-time college transfer instructors were assigned 18 or more credit hours per quarter (see Appendix Table K). Similar workloads were noted for technical, vocational, and general education instructors, with over half of the general education faculty teaching 18 or more credit hours per quarter.

Contact Hours

Approximately 96 percent of the full-time curriculum faculty are assigned 10 or more contact hours of direct instruction during a typical quarter (see Table 14). More than 86 percent of these instructors are assigned more than 15 contact hours. At least 27 percent reported 25 or more contact hours of direct instruction to students. Over half of the college transfer instructor were assigned 18 or more contact hours per quarter (see Appendix Table L) and almost 75 percent of the general education faculty were assigned 18 or more contact hours per quarter. Technical, and vocational instructors tended to be assigned more contact hours than college transfer instructors.

Table 13

Credit Hours for Full-Time and Part-Time Faculty

Area of Instruction	<u>Full-Time</u>		<u>Part-Time</u>	
	n	%	n	%
Curriculum				
0-3	47	2.0	571	32.6
4-6	53	2.2	602	34.4
7-9	155	6.6	208	11.9
10-12	370	15.6	168	9.6
13-15	476	20.1	83	4.7
16-18	512	21.6	53	3.0
19-21	365	15.4	35	2.0
22-24	145	6.1	7	0.4
>24	242	10.2	23	1.3
Continuing Education				
0-3	89	72.4	1,938	96.9
4-6	8	6.5	23	1.1
7-9	3	2.4	14	.7
10-12	5	4.1	14	.7
13-15	4	3.3	4	.2
16-18	4	3.3	5	.3
19-21	3	2.4	2	.1
22-24	2	1.6	-	-
>24	5	4.1	-	-

Table 14

Contact Hours for Full-Time and Part-Time Faculty

Area of Instruction	<u>Full-Time</u>		<u>Part-Time</u>	
	n	%	n	%
Curriculum				
0-3	30	1.3	473	27.0
4-6	25	1.1	512	29.3
7-9	21	.9	183	10.5
10-12	66	2.8	225	12.9
13-15	181	7.7	133	7.6
16-18	416	17.6	68	3.9
19-21	604	25.5	58	3.3
22-24	366	15.5	29	1.7
>24	656	27.7	69	3.9
Continuing Education				
0-3	88	71.5	1,930	96.5
4-6	7	5.7	23	1.1
7-9	2	1.6	13	.7
10-12	2	1.6	14	.7
13-15	-	-	5	.3
16-18	6	4.9	7	.4
19-21	1	.8	4	.2
22-24	1	.8	2	.1
>24	16	13.0	2	.1

Number of Course Preparations

Approximately eleven percent of the full-time faculty were assigned only one course preparation during the fall quarter of 1990. Most faculty were assigned two (2.14%), three (28.4%), or four (20.0%) preparations. A sizable number of faculty (18.4%) were assigned five or more different course preparations in one quarter. Not only do faculty members have multiple preparations in a given quarter, they may have a different set of preparations in subsequent quarters. It is possible that in one academic year (four quarters), a curriculum faculty member may have as few as one preparation or as many as 28.

Full-time continuing education faculty do not appear to have as many different course preparations assigned as are assigned to curriculum faculty. Half of the continuing education faculty were assigned only one preparation during the quarter examined. Apparently, these instructors taught multiple sections of the same course. More detail concerning this issue is presented in the Appendix, Table M.

Additional Instruction-Related Assignments

In addition to direct instruction, the workload of full-time faculty often includes instruction-related activities. Faculty are expected to provide academic advising to students, assist in registration, assist in student recruitment and retention efforts, supervise students in on-the-job training experiences, conduct program evaluations, revise existing programs and design new programs, work cooperatively with other educational and job training agencies, serve on campus committees, and continuously upgrade their skills.

As indicated in Table 15, nearly 75 percent of the curriculum faculty and 45 percent of the continuing education faculty serve on at least one campus committee. Not included in this count were professional associations and temporary assignments. More detail concerning committee assignments is presented in Appendix Table N.

Months of Employment

Full-time faculty are employed on a year-to-year basis in the North Carolina Community College System. A comparison between fall 1987 and fall 1991 indicates that there has been a shift to more faculty members working 12 months (see Table 16). This trend was noted in all program areas.

The actual number of months employed varies among and within community colleges. However, the majority (76.1%) of full-time faculty in 1991 were employed for 12 months. The second largest group of faculty (13.5%) were employed for nine months. This pattern is consistent for curriculum and continuing education. As indicated in Appendix Table O, college transfer faculty are less likely to be employed 12 months (60.3%) and more likely to be employed for nine months (25.5%) than general education faculty (70.1% for 12 months), faculty in technical programs (73.8% for 12 months); or vocational faculty (90.4%). Due to the relatively small number of full-time continuing education faculty, similar comparisons are not possible.

Table 15

Number of Committee Assignments for Full-Time Faculty

Number of Committee Assignments	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Curriculum				
0	634	26.8	634	26.8
1	824	34.8	1,458	61.6
2	527	22.3	1,985	83.9
3	209	8.8	2,194	92.8
4	102	4.3	2,296	97.1
>4	69	2.9	2,365	100.0
Continuing Education				
0	70	56.9	70	56.9
1	33	26.8	103	83.7
2	12	9.8	115	93.5
3	7	5.7	122	99.2
4	1	0.8	123	100.0
>4	-	-	-	-

Table 16

**Months of Employment for Full-Time Faculty
Fiscal Years 1987-88 and 1991-92**

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
< 9 Months	93	2.89	31	.9
9 Months	435	13.3	526	14.4
10 Months	278	8.5	276	7.6
11 Months	173	5.3	91	2.5
12 Months	2,283	70.0	2,719	74.6
Continuing Education				
< 9 Months	53	20.3	1	.4
9 Months	10	3.8	2	.7
10 Months	15	5.8	7	2.5
11 Months	7	2.7	4	1.4
12 Months	176	67.4	266	95.0
Totals				
< 9 Months	146	4.1	32	.8
9 Months	445	12.6	528	13.5
10 Months	293	8.3	283	7.2
11 Months	180	5.1	95	2.4
12 Months	2,459	69.8	2,985	76.1

HOURLY RATE OF PAY FOR PART-TIME FACULTY

In the fall of 1991, the hourly rate of pay for part-time faculty in the North Carolina Community College System varied from a low of \$4.25 per hour to a high of \$54.75 per hour. In fact, at least three faculty members earn \$50.00 or more per hour (see Table 17). The largest variance in a single area of instruction occurred in the "typing and related occupations" area, where the difference between the faculty member earning the highest rate pay and the faculty member earning the lowest rate of pay was \$46.75. The median hourly rate varied from \$9.13 per hour for faculty in the "clothing management, production and services" area of instruction to a high of \$19.35 for faculty in the "dental hygiene" area of instruction.

In the fall of 1991, median hourly rate of pay for part-time faculty in the curriculum area was \$14.42 per hour (see Appendix Table P). At least five percent of the curriculum area instructors earned \$20.00 per hour or more, while four percent of the faculty earned less than \$10.00 per hour. The median hourly rate for part-time college transfer faculty is \$15.06 with at least seven percent of the faculty above the \$20.00 per hour level and at least two percent below the \$10.00 per hour level of hourly pay. The median rate for part-time general education faculty was \$14.00 per hour. At least three percent of these faculty members earned above \$20.00 per hour, while at least four percent earned below \$10.00 per hour. For part-time technical faculty the median rate of pay was \$14.50 per hour with the hourly rates of pay for at least six percent of the faculty above the \$20.00 level. At least five percent of the part-time technical faculty earn less than \$10.00 per hour. In the fall of 1991, at least one percent of the vocational faculty was earning above \$20.00 per hour while at least seven percent earned less than \$10.00 per hour.

The median hourly rate of pay for part-time continuing education faculty was \$10.95. Approximately 35 percent earned less than \$10.00 per hour, while about ten percent earned more than \$15.00 per hour. With a range between \$5.00 and \$17.30 per hour, the median rate of pay for basic skills (literacy) instructors was \$10.00. The median rate of pay for occupational extension instructors was somewhat higher at \$12.40 per hour. Additional information concerning rates of pay for continuing education faculty are presented in the Appendix, Table P.

Table 17
Hourly Rate of Pay for Part-Time Faculty

Area Instruction	n	min	max	mean	median
Accounting/Bookkeeping	149	8.8	31.5	15.2	14.5
Air Cond., Heating, & Refrig.	32	8.0	18.0	13.0	13.7
Adult Basic Education	1038	4.5	18.8	10.6	10.0
Adult High School Education	373	4.3	22.7	11.3	11.0
Administrative Management & Supervisory Occupations	113	7.5	29.5	14.4	14.1
Architectural Technology	20	10.5	19.6	15.5	16.1
Art	279	5.0	35.0	11.8	10.6
Automotive Body & Fender	29	8.0	16.8	12.8	12.4
Automotive Mechanic	45	8.0	24.6	12.9	12.5
Aviation Occupations	16	10.0	16.7	13.3	13.5
Biology	44	4.5	24.6	15.6	15.0
Blueprint Reading	21	6.0	25.0	14.4	14.0
Carpentry	49	8.0	17.2	12.9	13.3
Chemistry	23	4.5	25.4	16.2	16.0
Child Care and Guidance	76	5.0	25.0	13.2	13.5
Clothing Management, Production & Services	72	5.7	16.5	9.7	9.1
Commercial Art Occup.	31	9.0	20.7	14.3	15.2
Cosmetology	24	6.0	17.0	11.6	11.9
Crafts, Ceramics, Needlework, etc.	224	5.0	14.0	9.8	9.5
Data Processing Systems Programming Operations	420	5.0	50.5	14.6	14.5
Dental Hygiene	14	7.0	30.5	20.7	19.4
Drafting	40	9.0	19.8	13.8	13.6
Driver Education	30	8.8	25.0	16.4	14.4
Economics	46	9.0	50.9	14.7	14.0
Education, Business	96	9.3	50.0	15.0	14.0
Education, Elementary	21	9.0	37.9	17.6	14.5
Education, Secondary	19	8.8	17.0	12.9	13.0
Electrical Occupation	39	9.8	24.6	14.3	14.0
Electrical Technology	16	10.0	16.8	12.3	11.7
Electricity	24	9.5	20.0	13.8	14.0
Electronic Servicing	14	9.0	18.0	13.0	12.8

(Continued)

Table 17 (Continued))

Area Instruction	n	min	max	mean	median
Electronic Technology	20	9.3	29.5	15.1	14.8
English	391	5.0	29.6	14.5	14.0
Finance and Credit	31	7.5	17.0	12.8	13.1
Firemanship	231	7.5	25.0	12.1	12.0
Fire & Safety Technology	57	8.0	18.5	12.7	12.7
Food Management	56	7.0	17.0	11.1	10.5
Foreign Language	99	8.0	26.3	13.1	12.6
Gen Office Clerical Occup.	44	9.0	23.6	13.3	13.1
History	88	8.0	22.9	13.4	13.7
Homemaking: Preparation for Personal, Home and Family Living (Non-Occupational)	130	4.4	17.0	9.6	9.0
Industrial Technology	18	10.0	16.8	13.6	13.5
Insurance	34	10.0	27.7	15.5	15.0
Interior Design/Decorating and Home Furnishing	78	6.8	19.6	10.3	10.0
Law Enforcement/Police Training	264	6.0	25.0	13.3	13.0
Management Development, Supervision/Foremanship	15	12.3	20.0	15.0	15.0
Marketing and Wholesaling	23	9.1	28.0	15.5	15.1
Masonry	15	8.5	18.0	13.3	13.3
Mathematics	270	6.0	31.8	14.5	14.0
Machine Shop	38	10.4	20.0	13.8	13.9
Mechanical & Mfg. Tech.	16	10.0	21.5	16.0	16.3
Medical Assistant	19	9.5	26.1	16.3	17.0
Medical Emergency Technician	257	7.2	25.0	11.5	11.0
Music	101	8.0	35.0	13.1	12.0
Nursing Assistance (Aide)	137	8.5	24.4	13.7	14.0
Nursing, Associate Degree	103	10.0	25.0	16.6	16.0
Nursing Practical	14	9.0	37.5	16.7	15.6
Ornamental Horticulture	27	9.0	19.3	12.4	12.0
Other, Academic	171	7.0	28.6	13.5	14.0
Other, Distribution & Marketing	35	9.5	18.0	14.2	14.0

(Continued)

Table 17 (Continued)

Area Instruction	n	min	max	mean	median
Other, Economics	77	6.5	17.0	10.6	10.5
Other, Health	95	8.0	43.8	13.6	12.4
Other, Office	62	6.0	30.0	14.8	14.5
Other, Trades	150	6.0	41.7	12.5	12.0
Paralegal	33	9.5	29.5	15.6	14.5
Personnel Training & Related Occupation	18	8.5	75.0	17.9	14.0
Physical Education	98	8.5	23.6	14.7	15.0
Police Science Tech	125	8.0	28.4	15.4	15.0
Political Science & Gov.	22	8.5	23.5	15.3	14.9
Pre-Employment Training	42	6.8	17.1	10.2	9.0
Product Design (Arts Crafts Furniture Design)	88	5.0	15.0	9.5	9.5
Psychology	113	8.5	37.9	14.6	14.4
Radiologic & Nuclear Med.	33	5.0	15.7	8.7	5.0
Real Estate	94	9.0	33.0	16.8	15.0
Recreational Hobbies	78	7.0	15.0	9.7	9.2
Rehabilitation (Occup., Adjustment, Human Services)	29	10.0	20.0	14.1	13.8
Secretarial, Stenographic & Related Occupations	55	7.0	31.7	14.5	14.1
Small Engine Repair/Internal Combustion	35	6.8	16.9	11.1	10.3
Social Science	15	10.5	29.5	17.1	17.0
Sociology	38	9.0	26.6	14.7	14.8
Theology and Religion	66	6.0	29.6	11.4	10.0
Typing and Related Occupations	93	8.0	54.8	14.9	14.0
Upholstering	37	7.8	18.8	10.7	10.0
Welding	60	9.0	20.0	13.4	13.5
Woodworking	52	7.8	17.0	11.9	12.2

APPENDIX

Table A

Full- and Part-Time Faculty Distribution and Growth Rate of Faculty Between Fall 1987 and Fall 1991

Area of Instruction	Fall 1987		Fall 1988		Fall 1989		Fall 1990		Fall 1991		Growth Rate 1987-91
	n	%	n	%	n	%	n	%	n	%	
Curriculum											
College Transfer											
Full-Time Faculty	541	45.8	534	42.7	551	45.5	610	47.1	639	42.9	18%
Part-Time Faculty	641	54.2	718	57.4	661	54.5	684	52.9	851	57.1	33%
Student FTE	13,272		15,421		18,126		19,604		20,887		57%
Student Headcount	18,800		21,077		24,356		25,895		27,732		48%
General Education											
Full-Time Faculty	162	40.3	185	47.7	195	45.6	195	40.8	224	36.5	38%
Part-Time Faculty	240	59.7	203	52.3	233	54.4	283	59.2	390	63.5	63%
Student FTE	5,215		5,381		5,987		6,887		7,804		50%
Student Headcount	8,318		8,403		9,423		10,206		11,324		36%
Technical											
Full-Time Faculty	1,776	42.6	1,819	41.4	1,927	44.3	1,986	44.6	2,027	42.8	14%
Part-Time Faculty	2,391	57.4	2,577	58.6	2,419	54.7	2,464	55.4	2,709	57.2	13%
Student FTE	54,682		56,741		59,405		61,717		65,180		19%
Student Headcount	77,951		79,554		82,838		84,527		87,617		12%
Vocational											
Full-Time Faculty	783	59.4	751	56.9	735	60.3	733	60.6	753	57.7	-4%
Part-Time Faculty	536	40.6	570	43.2	483	39.7	477	39.4	552	42.3	3%
Student FTE	20,865		20,349		19,522		19,612		20,710		-1%
Student Headcount	18,458		18,243		17,837		17,963		18,510		0%
Curriculum Totals											
Full-Time Faculty	3,262	46.1	3,289	44.7	3,408	47.3	3,524	47.4	3,643	44.7	12%
Part-Time Faculty	3,808	53.9	4,068	55.3	3,796	52.7	3,908	52.6	4,502	55.3	18%
Total	7,070		7,357		7,204		7,432		8,145		15%
Student FTE	94,034		97,892		103,040		107,820		114,581		22%
Student Headcount	123,527		127,277		134,454		138,591		145,183		18%

Table A (Continued)

Area of Instruction	<u>Fall 1987</u>		<u>Fall 1988</u>		<u>Fall 1989</u>		<u>Fall 1990</u>		<u>Fall 1991</u>		Growth Rate 1987-91
	n	%	n	%	n	%	n	%	n	%	
Continuing Education											
<u>Academic</u>											
Full-Time Faculty	5	1.3	4	1.2	3	.9	3	.9	1	.3	-80%
Part-Time Faculty	396	98.8	338	98.8	316	99.1	339	99.1	326	99.7	-18%
<u>Adult Basic Education</u>											
Full-Time Faculty	81	7.0	86	6.7	97	6.6	93	6.6	92	6.2	14%
Part-Time Faculty	1,077	93.0	1,208	93.4	1,370	93.4	1,314	93.4	1,386	93.8	29%
<u>Adult High School/GED</u>											
Full-Time Faculty	30	6.9	32	6.5	42	8.9	41	8.0	42	8.0	40%
Part-Time Faculty	408	93.2	461	93.5	431	91.1	475	92.1	483	92.0	18%
<u>JTPA</u>											
Full-Time Faculty	9	31.0	6	31.6	4	20.0	3	30.0	3	50.0	-67%
Part-Time Faculty	20	69.0	13	68.4	16	80.0	7	70.0	3	50.0	-85%
<u>Human Resource Development</u>											
Full-Time Faculty	35	52.2	36	49.3	38	47.5	40	44.4	42	45.2	20%
Part-Time Faculty	32	47.8	37	50.7	42	52.5	50	55.6	51	54.8	59%
<u>New and Expanding Industry</u>											
Full-Time Faculty	7	43.8	6	33.3	5	29.4	3	12.5	0	0.0	-100%
Part-Time Faculty	9	56.3	12	66.7	12	70.6	21	87.5	39	100.0	333%
<u>Occupational Extension</u>											
Full-Time Faculty	73	3.4	62	2.3	64	2.3	64	2.3	62	2.2	-15%
Part-Time Faculty	2,064	96.6	2,639	97.7	2,670	97.7	2,679	97.7	2,738	97.8	33%

Table A (Continued)

Area of Instruction	<u>Fall 1987</u>		<u>Fall 1988</u>		<u>Fall 1989</u>		<u>Fall 1990</u>		<u>Fall 1991</u>		Growth Rate 1987-91
	n	%	n	%	n	%	n	%	n	%	
<u>Self-Supporting</u>											
Full-Time Faculty	0	0.0	0	0.0	0	0.0	1	2.86	1	1.6	100%
Part-Time Faculty	21	100.0	30	100.0	38	100.0	34	97.1	61	98.4	191%
<u>Avocational</u>											
<u>Extension</u>											
Full-Time Faculty	1	.1	3	.3	2	.2	4	.4	3	.3	200%
Part-Time Faculty	922	99.9	978	99.7	1,005	99.8	992	99.6	925	99.7	1%
<u>Practical Skills</u>											
Full-Time Faculty	1	.3	3	1.0	2	.6	3	.9	1	.3	0%
Part-Time Faculty	325	99.7	302	99.0	334	99.4	348	99.2	330	99.7	2%
<u>Compensatory</u>											
<u>Education</u>											
Full-Time Faculty	19	9.6	18	7.4	27	9.9	33	11.2	33	10.8	74%
Part-Time Faculty	179	90.4	224	92.6	247	90.2	263	88.9	274	89.3	53%
<u>Continuing Education</u>											
<u>Totals</u>											
Full-Time Faculty	261	4.6	256	3.9	284	4.2	288	4.2	280	4.0	6%
Part-Time Faculty	5,453	95.4	6,242	96.1	6,481	95.8	6,522	95.8	6,616	96.0	21%
Total	5,714		6,498		6,765		6,810		6,896		21%
Student FTE	42,496		42,538		45,002		46,485		46,960		11%
Student Headcount	152,909		166,640		192,055		197,996		199,301		30%
<u>Grand Totals</u>											
Full-Time Faculty	3,523		3,545		3,692		3,812		3,923		11%
Part-Time Faculty	9,261		10,310		10,277		10,430		11,118		20%
Total	12,784		13,855		13,969		14,242		15,041		18%
Student FTE	136,530		140,430		148,042		154,305		161,541		18%
Student Headcount	276,436		293,917		326,509		336,587		344,484		25%

Table B
Distribution of Curriculum and Continuing Education
Faculty by Race

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
Curriculum								
White	2994	91.8	3324	91.2	3459	90.8	4122	91.6
Black	212	6.5	258	7.1	287	7.5	313	7.0
Native American	18	.6	22	.6	19	.5	20	.4
Hispanic	11	.3	7	.2	21	.6	21	.5
Asian/Pacific Islands	27	.8	32	.9	22	.6	26	.6
Subtotal	3,262		3,643		3,808		4,502	
Continuing Education								
White	187	71.6	189	67.5	4456	81.7	5465	82.6
Black	67	25.7	85	30.4	913	16.7	959	14.5
Native American	6	2.3	5	1.8	40	.7	62	.9
Hispanic	1	0.4	-	-	27	.5	86	1.3
Asian/Pacific Islands	-	-	1	.4	17	.3	44	.7
Subtotal	261		280		5,453		6,616	
Totals								
White	3181	90.3	3513	89.6	7915	85.5	9587	86.2
Black	279	7.9	343	8.7	1200	13.0	1272	11.4
Native American	24	.7	27	.7	59	.6	82	.7
Hispanic	12	.3	7	.2	48	.5	107	1.0
Asian/Pacific Islands	27	.8	33	.8	39	.4	70	.6
Grand Total	3,523		3,923		9,261		11,118	

Table B
Distribution of Curriculum and Continuing Education
Faculty by Race

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
Curriculum								
<u>College Transfer</u>								
White	504	93.2	592	92.6	598	93.3	801	94.1
Black	24	4.4	35	5.5	35	5.4	35	4.1
Native American	2	.4	2	.3	-	-	4	.5
Hispanic	6	1.1	2	.3	5	.8	6	.7
Asian/Pacific Islands	5	.9	8	1.3	3	.5	5	.6
<u>General Education</u>								
White	145	89.5	193	86.2	205	85.4	320	82.1
Black	15	9.3	28	12.5	26	10.8	56	14.4
Native American	1	.6	1	.5	2	.8	1	.3
Hispanic	-	-	1	.4	4	1.7	7	1.8
Asian/Pacific Islands	1	.6	1	.4	3	1.3	6	1.5
<u>Technical</u>								
White	1621	91.3	1851	91.3	2165	90.6	2489	91.9
Black	126	7.0	140	6.9	189	7.9	190	7.0
Native American	5	.3	10	.5	13	.5	11	.4
Hispanic	3	.2	3	.2	8	.3	7	.3
Asian/Pacific Islands	21	1.2	23	1.1	16	.7	12	.4
<u>Vocational</u>								
White	724	92.4	688	91.4	491	91.6	512	92.8
Black	47	6.0	55	7.3	37	6.9	32	5.8
Native American	10	1.3	9	1.2	4	.8	4	.7
Hispanic	2	.3	1	.1	4	.7	1	.2
Asian/Pacific Islands	-	-	-	-	-	-	3	.5

(Continued)

Table B (Continued)

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
Continuing Education								
<u>Academic</u>								
White	5	100.0	1	100.0	347	87.6	286	87.7
Black	-	-	-	-	42	10.6	25	7.7
Native American	-	-	-	-	1	.3	2	.6
Hispanic	-	-	-	-	5	1.3	8	2.5
Asian/Pacific Islands	-	-	-	-	1	.3	5	1.5
<u>Adult Basic Education</u>								
White	57	70.4	62	67.4	677	62.9	915	66.0
Black	22	27.1	28	30.4	373	34.6	412	29.7
Native American	2	2.5	2	2.2	15	1.4	16	1.2
Hispanic	-	-	-	-	9	.8	30	2.2
Asian/Pacific Islands	-	-	-	-	3	.3	13	.9
<u>Adult High School/GED</u>								
White	21	70.0	29	69.0	258	63.2	314	65.0
Black	8	26.7	11	26.2	139	34.1	141	29.2
Native American	1	3.3	1	2.4	8	2.0	19	3.9
Hispanic	-	-	-	-	3	.7	6	1.3
Asian/Pacific Islands	-	-	1	2.4	-	-	3	.6
<u>JTPA</u>								
White	7	77.8	1	33.3	16	80.0	3	100.0
Black	2	22.2	2	66.7	4	20.0	-	-
Native American	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-
Asian/Pacific Islands	-	-	-	-	-	-	-	-
<u>HRD</u>								
White	16	45.7	21	50.0	25	78.1	43	84.3
Black	19	54.3	21	50.0	7	21.9	8	15.7
Native American	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-
Asian/Pacific Islands	-	-	-	-	-	-	-	-

(Continued)

Table B (Continued)

Area of Instruction	Full-Time				Part-Time			
	1987		1991		1987		1991	
	n	%	n	%	n	%	n	%
<u>New & Expanding Industry</u>								
White	7	100.0	-	-	9	100.0	38	97.4
Black	-	-	-	-	-	-	1	2.6
Native American	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-
Asian/Pacific Islands	-	-	-	-	-	-	-	-
<u>Occupational Extension</u>								
White	58	79.5	52	83.9	1882	91.2	2512	91.8
Black	11	15.1	8	12.9	160	7.7	176	6.4
Native American	3	4.0	2	3.2	13	.6	17	.6
Hispanic	1	1.4	-	-	6	.3	27	1.0
Asian/Pacific Islands	-	-	-	-	3	.2	6	.2
<u>Self-Supporting</u>								
White	-	-	1	100.0	20	95.2	45	73.8
Black	-	-	-	-	1	4.8	1	1.6
Native American	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	10	16.4
Asian/Pacific Islands	-	-	-	-	-	-	5	8.2
<u>Avocational</u>								
White	1	100.0	3	100.0	817	88.6	843	91.1
Black	-	-	-	-	101	11.0	69	7.5
Native American	-	-	-	-	1	.1	4	.4
Hispanic	-	-	-	-	1	.1	4	.4
Asian/Pacific Islands	-	-	-	-	2	.2	5	.6
<u>Practical</u>								
White	1	100.0	1	100.0	269	82.8	286	86.7
Black	-	-	-	-	45	13.8	36	10.9
Native American	-	-	-	-	1	.3	1	.3
Hispanic	-	-	-	-	2	.6	1	.3
Asian/Pacific Islands	-	-	-	-	8	2.5	6	1.8
<u>Compensatory Education</u>								
White	14	73.7	18	54.5	136	75.9	180	65.7
Black	5	26.3	15	45.5	41	22.9	90	32.8
Native American	-	-	-	-	1	.6	3	1.1
Hispanic	-	-	-	-	1	.6	-	-
Asian/Pacific Islands	-	-	-	-	-	-	1	.4

Table C

**Distribution of Curriculum and Continuing Education
Faculty by Gender**

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
Curriculum								
Male	1,856	56.9	1,952	53.6	2,147	56.4	2,377	52.8
Female	1,406	43.1	1,691	46.4	1,661	43.6	2,125	47.2
Subtotal	3,262		3,643		3,808		4,502	
Continuing Education								
Male	102	39.1	104	37.1	2,094	38.4	2,680	40.5
Female	159	60.9	176	62.9	3,359	61.6	3,936	59.5
Subtotal	261		280		5,453		6,616	
Totals								
Male	1,958	55.6	2,056	52.4	4,241	45.8	5,057	45.5
Female	1,565	44.4	1,867	47.6	5,020	54.2	6,061	54.5
Grand Total	3,523		3,923		9,261		11,118	

Table C (Continued)

Distribution of Curriculum and Continuing Education
Faculty by Gender

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
Curriculum								
<u>College Transfer</u>								
Male	333	61.5	376	58.8	308	48.0	410	48.2
Female	208	38.5	263	41.2	333	52.0	441	51.8
<u>General Education</u>								
Male	73	45.1	94	42.0	97	40.4	150	38.5
Female	89	54.9	130	58.0	143	59.6	240	61.5
<u>Technical</u>								
Male	872	49.1	946	46.7	1347	56.3	1451	53.6
Female	904	50.9	1081	53.3	1044	43.7	1258	46.4
<u>Vocational</u>								
Male	578	73.8	536	71.2	395	73.7	366	66.3
Female	205	26.2	217	28.8	141	26.3	186	33.7
Continuing Education								
<u>Academic</u>								
Male	3	60.0	1	100.0	179	45.2	126	38.7
Female	2	40.0	-	-	217	54.8	200	61.3
<u>Adult Basic Education</u>								
Male	23	28.4	32	34.8	176	16.3	281	20.3
Female	58	71.6	60	65.2	901	83.7	1105	79.7
<u>Adult High School/GED</u>								
Male	9	30.0	9	21.4	114	27.9	121	25.0
Female	21	70.0	33	78.6	294	72.1	362	75.0

(Continued)

Table C (Continued)

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
<u>JTPA</u>								
Male	4	44.4	2	66.7	3	15.0	1	33.3
Female	5	55.6	1	33.3	17	85.0	2	66.7
<u>HRD</u>								
Male	8	22.9	9	21.4	2	6.3	3	5.9
Female	27	77.1	33	78.6	30	93.8	48	94.1
<u>New & Expanding Industry</u>								
Male	6	85.7	-	-	7	77.8	36	92.3
Female	1	14.3	-	-	2	22.2	3	7.7
<u>Occupational Extension</u>								
Male	47	64.4	41	66.1	1332	64.5	1780	65.0
Female	26	35.6	21	33.9	732	35.5	958	35.0
<u>Self-Supporting</u>								
Male	-	-	-	-	9	42.9	13	21.3
Female	-	-	1	100.0	12	57.1	48	78.7
<u>Avocational</u>								
Male	-	-	1	33.3	142	15.4	162	17.5
Female	1	100.0	2	66.7	780	84.6	763	82.5
<u>Practical</u>								
Male	1	100.0	1	100.0	109	33.5	115	34.9
Female	-	-	-	-	216	66.5	215	65.1
<u>Compensatory Education</u>								
Male	1	5.3	8	24.2	21	11.7	42	15.3
Female	18	94.7	25	75.8	158	88.3	232	84.7

Table D

**Distribution of Full-Time Curriculum and Continuing Education
Faculty by Race and Gender**

Area of Instruction	Full-Time			
	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
White Male	1,756	53.8	1,826	50.1
White Female	1,238	38.0	1,498	41.1
Black Male	63	1.9	88	2.4
Black Female	149	4.6	170	4.7
Native American Male	11	.3	11	.3
Native American Female	7	.2	11	.3
Hispanic Male	6	.2	4	.1
Hispanic Female	5	.2	3	.1
Asian Male	20	.6	23	.6
Asian Female	7	.2	9	.3
Subtotal	3,262		3,643	
Continuing Education				
White Male	78	29.3	75	26.8
White Female	109	41.8	114	40.7
Black Male	22	8.4	28	10.0
Black Female	45	17.2	57	20.4
Native American Male	1	.4	1	.4
Native American Female	5	1.9	4	1.4
Hispanic Male	1	.4	-	-
Hispanic Female	-	-	-	-
Asian Male	-	-	-	-
Asian Female	-	-	1	.4
Subtotal	261		280	
Totals				
White Male	1,834	52.1	1,901	48.4
White Female	1,347	38.2	1,612	41.1
Black Male	85	2.4	116	3.0
Black Female	194	5.5	227	5.8
Native American Male	12	.3	12	.3
Native American Female	12	.3	15	.4
Hispanic Male	7	.2	4	.1
Hispanic Female	5	.2	3	.1
Asian Male	20	.6	23	.6
Asian Female	7	.2	10	.2
Grand Total	3,523		3,923	

Table D (Continued)

**Distribution of Part-Time Curriculum and Continuing Education
Faculty by Race and Gender**

Area of Instruction	Part-Time			
	<u>1987</u>		<u>1991</u>	
	%	n	n	%
Curriculum				
White Male	1,988	52.2	2,221	49.3
White Female	1,471	38.6	1,901	42.2
Black Male	127	3.3	120	2.7
Black Female	160	4.2	193	4.3
Native American Male	11	.3	12	.3
Native American Female	8	.2	8	.2
Hispanic Male	11	.3	10	.2
Hispanic Female	10	.3	11	.2
Asian Male	10	.3	14	.3
Asian Female	12	.3	12	.3
Subtotal	3,808		4,502	
Continuing Education				
White Male	1,854	34.0	2,360	35.7
White Female	2,602	47.7	3,105	46.9
Black Male	216	4.0	256	3.9
Black Female	697	12.8	703	10.6
Native American Male	10	.2	16	.2
Native American Female	30	.6	46	.7
Hispanic Male	10	.2	34	.5
Hispanic Female	17	.3	52	.8
Asian Male	4	.1	14	.2
Asian Female	13	.2	30	.5
Subtotal	5,453		6,616	
Totals				
White Male	3,842	41.5	4,581	41.1
White Female	4,073	44.0	5,006	45.0
Black Male	343	3.7	376	3.4
Black Female	857	9.2	896	8.0
Native American Male	21	.2	28	.3
Native American Female	38	.4	54	.5
Hispanic Male	21	.2	44	.4
Hispanic Female	27	.3	63	.6
Asian Male	14	.2	28	.3
Asian Female	25	.3	42	.4
Grand Total	9,261		11,118	

Table D (Continued)

**Distribution of Curriculum and Continuing Education
Faculty by Race and Gender**

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
Curriculum								
<u>College Transfer</u>								
White Male	316	58.4	355	55.5	286	44.6	388	45.6
White Female	188	34.7	237	37.1	312	48.6	413	48.5
Black Male	8	1.5	12	1.8	19	3.0	15	1.8
Black Female	16	3.0	23	.2	16	2.5	20	2.4
Native American Male	1	.2	1	.2	-	-	1	.1
Native American Female	1	.2	1	.2	-	-	3	.4
Hispanic Male	4	.7	1	.2	3	.5	3	.4
Hispanic Female	2	.4	1	.2	2	.3	3	.4
Asian Male	4	.7	7	1.1	-	-	3	.4
Asian Female	1	.2	1	.2	3	.5	2	.2
<u>General Education</u>								
White Male	66	40.7	82	36.6	83	34.6	129	33.1
White Female	79	48.8	111	49.5	122	50.8	191	49.0
Black Male	5	3.1	10	4.4	11	4.6	14	3.6
Black Female	10	6.2	18	8.0	15	6.3	42	10.8
Native American Male	1	.6	1	.5	2	.8	1	.3
Native American Female	-	-	-	-	-	-	-	-
Hispanic Male	-	-	-	-	-	-	2	.5
Hispanic Female	-	-	1	.5	4	1.7	5	1.3
Asian Male	1	.6	1	.5	1	.4	4	1.0
Asian Female	-	-	-	-	2	.8	2	.5
<u>Technical</u>								
White Male	821	46.2	889	43.8	1254	52.4	1358	50.1
White Female	800	45.1	962	47.4	911	38.1	1131	41.8
Black Male	32	1.8	37	1.8	75	3.1	76	2.8
Black Female	94	5.3	103	5.1	114	4.8	114	4.2
Native American Male	3	.2	3	.2	5	.2	7	.3
Native American Female	2	.1	7	.4	8	.3	4	.2
Hispanic Male	1	.1	2	.1	4	.2	4	.2
Hispanic Female	2	.1	1	.1	4	.2	3	.1
Asian Male	15	.8	15	.7	9	.4	6	.2
Asian Female	6	.3	8	.4	7	.3	6	.2

(Continued)

Table D (Continued)

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
<u>Vocational</u>								
White Male	553	70.6	500	66.4	365	68.1	346	62.7
White Female	171	21.9	188	25.0	126	23.5	166	30.1
Black Male	18	2.3	29	3.8	22	4.1	15	2.7
Black Female	29	3.7	26	3.5	15	2.8	17	3.1
Native American Male	6	.8	6	.8	4	.8	3	.5
Native American Female	4	.5	3	.4	-	-	1	.2
Hispanic Male	1	.1	1	.1	4	.7	1	.2
Hispanic Female	1	.1	-	-	-	-	-	-
Asian Male	-	-	-	-	-	-	1	.2
Asian Female	-	-	-	-	-	-	2	.4
<u>Continuing Education</u>								
<u>Adult Basic Education</u>								
White Male	14	17.3	21	22.8	106	9.8	178	12.8
White Female	43	53.1	41	44.5	571	53.0	737	53.2
Black Male	9	11.1	10	10.9	66	6.1	88	6.4
Black Female	13	16.0	18	19.6	307	28.5	324	23.4
Native American Male	-	-	1	1.1	1	.1	1	.1
Native American Female	2	2.5	1	1.1	14	1.3	15	1.1
Hispanic Male	-	-	-	-	2	.2	11	.8
Hispanic Female	-	-	-	-	7	.7	19	1.4
Asian Male	-	-	-	-	1	.1	3	.2
Asian Female	-	-	-	-	2	.2	10	.7
<u>Adult High School/GED</u>								
White Male	7	23.3	5	11.9	73	17.9	79	16.4
White Female	14	46.7	24	57.1	185	45.3	235	48.7
Black Male	2	6.7	4	9.5	38	9.3	35	7.3
Black Female	6	20.0	7	16.7	101	24.8	106	22.0
Native American Male	-	-	-	-	2	.5	5	1.0
Native American Female	1	3.3	1	2.4	6	1.5	14	2.9
Hispanic Male	-	-	-	-	1	.2	1	.2
Hispanic Female	-	-	-	-	2	.5	5	1.0
Asian Male	-	-	-	-	-	-	1	.2
Asian Female	-	-	1	2.4	-	-	2	.4

(Continued)

Table D (Continued)

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
<u>Occupational Extension</u>								
White Male	42	57.5	37	59.6	1247	60.4	1660	60.6
White Female	16	21.9	15	24.2	635	30.7	852	31.2
Black Male	3	4.1	4	6.5	74	3.6	89	3.3
Black Female	8	11.0	4	6.5	86	4.2	87	3.2
Native American Male	1	1.4	-	-	6	.3	8	.3
Native American Female	2	2.7	2	3.2	7	.3	9	.3
Hispanic Male	1	1.4	-	-	4	.2	19	.7
Hispanic Female	-	-	-	-	2	.1	8	.3
Asian Male	-	-	-	-	1	.1	4	.2
Asian Female	-	-	-	-	2	.1	2	.1
<u>Compensatory Education</u>								
White Male	1	5.3	6	18.2	16	8.9	30	11.0
White Female	13	68.4	12	36.3	120	67.0	150	54.7
Black Male	-	-	2	6.1	4	2.2	12	4.4
Black Female	5	26.3	13	39.4	37	20.7	78	28.5
Native American Male	-	-	-	-	-	-	-	-
Native American Female	-	-	-	-	1	.6	3	1.1
Hispanic Male	-	-	-	-	1	.6	-	-
Hispanic Female	-	-	-	-	-	-	-	-
Asian Male	-	-	-	-	-	-	-	-
Asian Female	-	-	-	-	-	-	1	.4
<u>Other</u>								
White Male	14	24.1	6	11.5	412	24.0	413	23.8
White Female	23	39.7	22	42.3	1091	63.2	1131	65.2
Black Male	8	13.8	8	15.4	34	2.0	32	1.8
Black Female	13	22.4	15	28.8	166	10.0	108	6.2
Native American Male	-	-	-	-	1	.1	2	.1
Native American Female	-	-	-	-	2	.1	5	.3
Hispanic Male	-	-	1	2.0	2	.1	3	.2
Hispanic Female	-	-	-	-	6	.3	20	1.2
Asian Male	-	-	-	-	2	.1	6	.3
Asian Female	-	-	-	-	9	.5	15	.9

Table E

**Distribution of Physically Handicapped Full- and Part-Time
Curriculum and Continuing Education Faculty**

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
<u>College Transfer</u>				
Handicapped	14	1.2	13	.9
Non-Handicapped	1,168	98.8	1,477	99.1
<u>General Education</u>				
Handicapped	3	.8	6	1.0
Non-Handicapped	399	99.2	608	99.0
<u>Technical</u>				
Handicapped	37	.9	24	.5
Non-Handicapped	4,130	99.1	4,712	99.5
<u>Vocational</u>				
Handicapped	11	.8	7	.5
Non-Handicapped	1,308	99.2	1,298	99.5
Subtotals				
Handicapped	65	.9	50	.6
Non-handicapped	7,005	99.1	8,095	99.4
Total	7,070	100	8,145	100
Continuing Education				
<u>Adult Basic Education</u>				
Handicapped	10	.9	8	.5
Non-Handicapped	1,148	99.1	1,470	99.5
<u>Adult High School Education/GED</u>				
Handicapped	11	2.5	4	.8
Non-Handicapped	427	97.5	521	99.2

(Continued)

Table E (Continued)

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
<u>Occupational Extension</u>				
Handicapped	10	.5	8	.3
Non-Handicapped	2,127	99.5	2,792	99.7
<u>Compensatory Education</u>				
Handicapped	3	1.5	1	.3
Non-Handicapped	195	98.5	306	99.7
<u>Other</u>				
Handicapped	18	1.0	8	.5
Non-Handicapped	1,765	99.0	1,778	99.5
Subtotals				
Handicapped	52	.9	29	.4
Non-Handicapped	5,662	99.1	6,867	99.6
Total	5,714	100	6,896	100
Grand Totals				
Handicapped	117	.9	79	.5
Non-Handicapped	12,667	99.1	14,962	99.5
Total	12,784	100	15,041	100

Table E (Continued)

**Distribution of Physically Handicapped Full-Time Faculty
Curriculum and Continuing Education**

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
<u>College Transfer</u>				
Handicapped	8	1.5	7	1.1
Non-Handicapped	533	98.5	632	98.9
<u>General Education</u>				
Handicapped	1	.6	2	.9
Non-Handicapped	161	99.4	222	99.1
<u>Technical</u>				
Handicapped	22	1.2	16	.8
Non-Handicapped	1,754	98.8	2,011	99.2
<u>Vocational</u>				
Handicapped	7	.9		
Non-Handicapped	776	99.1	4	.5
			749	99.5
Subtotals				
Handicapped	38	1.2	29	.8
Non-handicapped	3,224	98.8	3,614	99.2
Total	3,262	100.0	3,643	100.0
Continuing Education				
<u>Adult Basic Education</u>				
Handicapped	1	1.2	1	1.1
Non-Handicapped	80	98.8	91	98.9
<u>Adult High School Education/GED</u>				
Handicapped	1	3.3	-	-
Non-Handicapped	29	96.7	42	100.0

(Continued)

Table E (Continued)

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
<u>Occupational Extension</u>				
Handicapped	-	-	-	-
Non-Handicapped	73	100.0		
<u>Compensatory Education</u>				
Handicapped	1	5.3	-	-
Non-Handicapped	18	94.7	33	100.0
<u>Other</u>				
Handicapped	-	-	-	-
Non-Handicapped	58	100.0	-	-
			51	100.0
Subtotals				
Handicapped	3	1.1	1	.4
Non-Handicapped	258	98.9	279	99.6
Total	261	100.0	280	100.0
Grand Totals				
Handicapped	41	1.2	30	.8
Non-Handicapped	3,482	98.8	3,893	99.2
Total	3,523	100.0	3,923	100.0

Table E (Continued)

Distribution of Physically Handicapped Part-Time Faculty
Curriculum and Continuing Education

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
<u>College Transfer</u>				
Handicapped	6	.9	6	.7
Non-Handicapped	635	99.1	845	99.3
<u>General Education</u>				
Handicapped	2	.8	4	1.0
Non-Handicapped	238	99.2	386	99.0
<u>Technical</u>				
Handicapped	15	.6	8	.3
Non-Handicapped	2,376	99.4	2,701	99.7
<u>Vocational</u>				
Handicapped	4	.8	3	.5
Non-Handicapped	532	99.2	549	99.5
Subtotals				
Handicapped	27	.7	21	.5
Non-handicapped	3,781	99.3	4,481	99.5
Total	3,808	100.0	4,502	100.0
Continuing Education				
<u>Adult Basic Education</u>				
Handicapped	9	.8	7	.5
Non-Handicapped	1,068	99.2	1,379	99.5
<u>Adult High School Education/GED</u>				
Handicapped	10	2.5	4	.8
Non-Handicapped	398	97.5	479	99.2

(Continued)

Table E (Continued)

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
<u>Occupational Extension</u>				
Handicapped	10	.5	8	.3
Non-Handicapped	2,054	99.5	2,730	99.7
<u>Compensatory Education</u>				
Handicapped	2	1.1	1	.4
Non-Handicapped	177	98.9	273	99.6
<u>Other</u>				
Handicapped	18	1.0	8	.5
Non-Handicapped	1,707	99.0	1,727	99.5
Subtotals				
Handicapped	49	.9	28	.4
Non-Handicapped	5,404	99.1	6,588	99.6
Total	5,453	100.0	6,616	100.0
Grand Totals				
Handicapped	76	.8	49	.4
Non-Handicapped	9,185	99.2	11,069	99.6
Total	9,261	100.0	11,118	100.0

Table F
Age for Full-Time Curriculum Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	13	0.4	13	0.4
25	13	0.4	26	0.7
26	15	0.4	41	1.1
27	19	0.5	60	1.6
28	27	0.7	87	2.4
29	32	0.9	119	3.3
30	52	1.4	171	4.7
31	58	1.6	229	6.3
32	60	1.6	289	7.9
33	60	1.6	349	9.6
34	73	2.0	422	11.6
35	102	2.8	524	14.4
36	91	2.5	615	16.9
37	105	2.9	720	19.8
38	127	3.5	847	23.3
39	142	3.9	989	27.1
40	122	3.3	1,111	30.5
41	153	4.2	1,264	34.7
42	145	4.0	1,409	38.7
43	171	4.7	1,580	43.4
44	171	4.7	1,751	48.1
45	149	4.1	1,900	52.2
46	148	4.1	2,048	56.2
47	131	3.6	2,179	59.8
48	148	4.1	2,327	63.9
49	140	3.8	2,467	67.7
50	119	3.3	2,586	71.0
51	120	3.3	2,706	74.3
52	116	3.2	2,822	77.5
53	110	3.0	2,932	80.5
54	85	2.3	3,017	82.8
55	80	2.2	3,097	85.0
56	82	2.3	3,179	87.3
57	66	1.8	3,245	89.1
58	60	1.6	3,305	90.7
59	82	2.3	3,387	93.0
60	56	1.5	3,443	94.5
61	51	1.4	3,494	95.9
62	39	1.1	3,533	97.0
63	38	1.0	3,571	98.0
64	26	0.7	3,597	98.7
65	14	0.4	3,611	99.1
>65	32	0.8	3,643	100.0

Table F (Continued)

Age for Part-Time Curriculum Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	118	2.6	118	2.6
25	58	1.3	176	3.9
26	77	1.7	253	5.6
27	89	2.0	342	7.6
28	94	2.1	436	9.7
29	126	2.8	562	12.5
30	138	3.1	700	15.5
31	131	2.9	831	18.5
32	104	2.3	935	20.8
33	137	3.0	1,072	23.8
34	141	3.1	1,213	26.9
35	160	3.6	1,373	30.5
36	138	3.1	1,511	33.6
37	148	3.3	1,659	36.9
38	147	3.3	1,806	40.1
39	155	3.4	1,961	43.6
40	183	4.1	2,144	47.6
41	149	3.3	2,293	50.9
42	164	3.6	2,457	54.6
43	150	3.3	2,607	57.9
44	187	4.2	2,794	62.1
45	176	3.9	2,970	66.0
46	144	3.2	3,114	69.2
47	118	2.6	3,232	71.8
48	131	2.9	3,363	74.7
49	87	1.9	3,450	76.6
50	99	2.2	3,549	78.8
51	67	1.5	3,616	80.3
52	85	1.9	3,701	82.2
53	68	1.5	3,769	83.7
54	64	1.4	3,833	85.1
55	60	1.3	3,893	86.5
56	59	1.3	3,952	87.8
57	55	1.2	4,007	89.0
58	52	1.2	4,059	90.2
59	51	1.1	4,110	91.3
60	44	1.0	4,154	92.3
61	44	1.0	4,198	93.2
62	35	0.8	4,233	94.0
63	34	0.8	4,267	94.8
64	39	0.9	4,306	95.6
65	26	0.6	4,332	96.2
>65	170	3.6	4,502	100.0

Table F (Continued)

Age for Full-Time College Transfer Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	1	0.2	1	0.2
25	4	0.6	5	0.8
26	2	0.3	7	1.1
27	4	0.6	11	1.7
28	7	1.1	18	2.8
29	3	0.5	21	3.3
30	9	1.4	30	4.7
31	9	1.4	39	6.1
32	7	1.1	46	7.2
33	7	1.1	53	8.3
34	9	1.4	62	9.7
35	5	0.8	67	10.5
36	11	1.7	78	12.2
37	22	3.4	100	15.6
38	20	3.1	120	18.8
39	21	3.3	141	22.1
40	18	2.8	159	24.9
41	21	3.3	180	28.2
42	23	3.6	203	31.8
43	36	5.6	239	37.4
44	23	3.6	262	41.0
45	32	5.0	294	46.0
46	40	6.3	334	52.3
47	23	3.6	357	55.9
48	30	4.7	387	60.6
49	23	3.6	410	64.2
50	30	4.7	440	68.9
51	26	4.1	466	72.9
52	30	4.7	496	77.6
53	19	3.0	515	80.6
54	17	2.7	532	83.3
55	19	3.0	551	86.2
56	13	2.0	564	88.3
57	10	1.6	574	89.8
58	11	1.7	585	91.5
59	13	2.0	598	93.6
60	6	0.9	604	94.5
61	10	1.6	614	96.1
62	3	0.5	617	96.6
63	9	1.4	626	98.0
64	3	0.5	629	98.4
65	5	0.8	634	99.2
>65	5	0.9	639	100.0

Table F (Continued)

Age for Part-Time College Transfer Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	15	1.7	15	1.8
25	17	2.0	32	3.8
26	19	2.2	51	6.0
27	14	1.6	65	7.6
28	22	2.6	87	10.2
29	20	2.4	107	12.6
30	15	1.8	122	14.3
31	35	4.1	157	18.4
32	17	2.0	174	20.4
33	27	3.2	201	23.6
34	21	2.5	222	26.1
35	33	3.9	255	30.0
36	30	3.5	285	33.5
37	37	4.3	322	37.8
38	28	3.3	350	41.1
39	34	4.0	384	45.1
40	30	3.5	414	48.6
41	29	3.4	443	52.1
42	19	2.2	462	54.3
43	23	2.7	485	57.0
44	37	4.3	522	61.3
45	34	4.0	556	65.3
46	29	3.4	585	68.7
47	16	1.9	601	70.6
48	29	3.4	630	74.0
49	16	1.9	646	75.9
50	17	2.0	663	77.9
51	17	2.0	680	79.9
52	19	2.2	699	82.1
53	9	1.1	708	83.2
54	14	1.6	722	84.8
55	12	1.4	734	86.3
56	14	1.6	748	87.9
57	9	1.1	757	89.0
58	12	1.4	769	90.4
59	12	1.4	781	91.8
60	5	0.6	786	92.4
61	11	1.3	797	93.7
62	5	0.6	802	94.2
63	5	0.6	807	94.8
64	5	0.6	812	95.4
65	6	0.7	818	96.1
>65	33	3.9	851	100.0

Table F (Continued)

Age for Full-Time General Education Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	1	0.4	1	0.4
25	-	0.0	0	0.0
26	1	0.4	2	0.9
27	2	0.9	4	1.8
28	3	1.3	7	3.1
29	-	-	-	-
30	4	1.8	11	4.9
31	2	0.9	13	5.8
32	3	1.3	16	7.1
33	-	-	-	-
34	3	1.3	19	8.5
35	10	4.5	29	12.9
36	11	4.9	40	17.9
37	2	0.9	42	18.7
38	8	3.6	50	22.3
39	8	3.6	58	25.9
40	11	4.9	69	30.8
41	8	3.6	77	34.4
42	12	5.4	89	39.7
43	14	6.3	103	46.0
44	10	4.5	113	50.4
45	9	4.0	122	54.5
46	11	4.9	133	59.4
47	5	2.2	138	61.6
48	12	5.4	150	67.0
49	9	4.0	159	71.0
50	2	0.9	161	71.9
51	11	4.9	172	76.8
52	7	3.1	179	79.9
53	6	2.7	185	82.6
54	3	1.3	188	83.9
55	4	1.8	192	85.7
56	4	1.8	196	87.5
57	6	2.7	202	90.2
58	4	1.8	206	92.0
59	4	1.8	210	93.7
60	4	1.8	214	95.5
61	2	0.9	216	96.4
62	3	1.3	219	97.8
63	1	0.4	220	98.2
64	2	0.9	222	99.1
65	-	-	-	-
>65	2	0.8	224	100.0

Table F (Continued)

Age for Part-Time General Education Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	6	1.5	6	1.5
25	2	0.5	8	2.1
26	5	1.3	13	3.3
27	7	1.8	20	5.1
28	7	1.8	27	6.9
29	12	3.1	39	10.0
30	12	3.1	51	13.1
31	12	3.1	63	16.2
32	12	3.1	75	19.2
33	11	2.8	86	22.1
34	7	1.8	93	23.8
35	12	3.1	105	26.9
36	11	2.8	116	29.7
37	11	2.8	127	32.6
38	12	3.1	139	35.6
39	8	2.1	147	37.7
40	13	3.3	160	41.0
41	15	3.8	175	44.9
42	15	3.8	190	48.7
43	11	2.8	201	51.5
44	14	3.6	215	55.1
45	11	2.8	226	57.9
46	15	3.8	241	61.8
47	15	3.8	256	65.6
48	14	3.6	270	69.2
49	10	2.6	280	71.8
50	18	4.6	298	76.4
51	4	1.0	302	77.4
52	7	1.8	309	79.2
53	6	1.5	315	80.8
54	11	2.8	326	83.6
55	8	2.1	334	85.6
56	7	1.8	341	87.4
57	5	1.3	346	88.7
58	1	0.3	347	89.0
59	6	1.5	353	90.5
60	3	0.8	356	91.3
61	4	1.0	360	92.3
62	5	1.3	365	93.6
63	4	1.0	369	94.6
64	3	0.8	372	95.4
65	3	0.8	375	96.2
>65	15	4.1	390	100.0

Table F (Continued)

Age for Full-Time Technical Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	8	0.1	7	0.3
25	6	0.3	14	0.7
26	11	0.5	25	1.2
27	11	0.5	36	1.8
28	10	0.5	46	2.3
29	23	1.1	69	3.4
30	31	1.5	100	4.9
31	39	1.9	139	6.9
32	43	2.1	182	9.0
33	38	1.9	220	10.9
34	42	2.1	262	12.9
35	70	3.5	332	16.4
36	63	3.1	395	19.5
37	68	3.4	463	22.8
38	79	3.9	542	26.7
39	88	4.3	630	31.1
40	74	3.7	704	34.7
41	85	4.2	789	38.9
42	81	4.0	870	42.9
43	94	4.6	964	47.6
44	102	5.0	1,066	52.6
45	81	4.0	1,147	56.6
46	70	3.5	1,217	60.0
47	73	3.6	1,290	63.6
48	76	3.7	1,366	67.4
49	76	3.7	1,442	71.1
50	62	3.1	1,504	74.2
51	58	2.9	1,562	77.1
52	52	2.6	1,614	79.6
53	59	2.9	1,673	82.5
54	42	2.1	1,715	84.6
55	38	1.9	1,753	86.5
56	39	1.9	1,792	88.4
57	37	1.8	1,829	90.2
58	30	1.5	1,859	91.7
59	37	1.8	1,896	93.5
60	29	1.4	1,925	95.0
61	28	1.4	1,953	96.3
62	23	1.1	1,976	97.5
63	15	0.7	1,991	98.2
64	16	0.8	2,007	99.0
65	6	0.3	2,013	99.3
>65	14	0.4	2,027	100.0

Table F (Continued)

Age for Part-Time Technical Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	72	2.7	72	2.7
25	35	1.3	107	3.9
26	46	1.7	153	5.6
27	58	2.1	211	7.8
28	52	1.9	263	9.7
29	81	3.0	344	12.7
30	93	3.4	437	16.1
31	73	2.7	510	18.8
32	70	2.6	580	21.4
33	85	3.1	665	24.5
34	92	3.4	757	27.9
35	89	3.3	846	31.2
36	79	2.9	925	34.1
37	86	3.2	1,011	37.3
38	88	3.2	1,099	40.6
39	93	3.4	1,192	44.0
40	124	4.6	1,316	48.6
41	88	3.2	1,404	51.8
42	111	4.1	1,515	55.9
43	104	3.8	1,619	59.8
44	119	4.4	1,738	64.2
45	109	4.0	1,847	68.2
46	87	3.2	1,934	71.4
47	69	2.5	2,003	73.9
48	74	2.7	2,077	76.7
49	53	2.0	2,130	78.6
50	55	2.0	2,185	80.7
51	41	1.5	2,226	82.2
52	45	1.7	2,271	83.8
53	42	1.6	2,313	85.4
54	32	1.2	2,345	86.6
55	27	1.0	2,372	87.6
56	29	1.1	2,401	88.6
57	27	1.0	2,428	89.6
58	29	1.1	2,457	90.7
59	29	1.1	2,486	91.8
60	27	1.0	2,513	92.8
61	21	0.8	2,534	93.5
62	16	0.6	2,550	94.1
63	23	0.8	2,573	95.0
64	28	1.0	2,601	96.0
65	14	0.5	2,615	96.5
>65	94	3.4	2,709	100.0

Table F (Continued)

Age for Full-Time Vocational Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	3	0.4	3	0.4
25	3	0.4	6	0.8
26	1	0.1	7	0.9
27	2	0.3	9	1.2
28	7	0.9	16	2.1
29	6	0.8	22	2.9
30	8	1.1	30	4.0
31	8	1.1	38	5.0
32	7	0.9	45	6.0
33	15	2.0	60	8.0
34	19	2.5	79	10.5
35	17	2.3	96	12.7
36	6	0.8	102	13.5
37	13	1.7	115	15.3
38	20	2.7	135	17.9
39	25	3.3	160	21.2
40	19	2.5	179	23.8
41	19	2.5	179	23.8
42	29	3.9	247	32.8
43	27	3.6	274	36.4
44	36	4.8	310	41.2
45	27	3.6	337	44.8
46	27	3.6	364	48.3
47	30	4.0	394	52.3
48	30	4.0	424	56.3
49	32	4.2	456	60.6
50	25	3.3	481	63.9
51	25	3.3	506	67.2
52	27	3.6	533	70.8
53	26	3.5	559	74.2
54	23	3.1	582	77.3
55	19	2.5	601	79.8
56	26	3.5	627	83.3
57	13	1.7	640	85.0
58	15	2.0	655	87.0
59	28	3.7	683	90.7
60	17	2.3	700	93.0
61	11	1.5	711	94.4
62	10	1.3	721	95.8
63	13	1.7	734	97.5
64	5	0.7	739	98.1
65	3	0.4	742	98.5
>65	11	1.3	753	100.0

Table F (Continued)

Age for Part-Time Vocational Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	25	4.5	25	4.5
25	4	0.7	29	5.3
26	7	1.3	36	6.5
27	10	1.8	46	8.3
28	13	2.4	59	10.7
29	13	2.4	72	13.0
30	18	3.3	90	16.3
31	11	2.0	101	18.3
32	5	0.9	106	19.2
33	14	2.5	120	21.7
34	21	3.8	141	25.5
35	26	4.7	167	30.3
36	18	3.3	185	33.5
37	14	2.5	199	36.1
38	19	3.4	218	39.5
39	20	3.6	238	43.1
40	16	2.9	254	46.0
41	17	3.1	271	49.1
42	19	3.4	290	52.5
43	12	2.2	302	54.7
44	17	3.1	319	57.8
45	22	4.0	341	61.8
46	13	2.4	354	64.1
47	18	3.3	372	67.4
48	14	2.5	386	69.9
49	8	1.4	394	71.4
50	9	1.6	403	73.0
51	5	0.9	408	73.9
52	14	2.5	422	76.4
53	11	2.0	433	78.4
54	7	1.3	440	79.7
55	13	2.4	453	82.1
56	9	1.6	462	83.7
57	14	2.5	476	86.2
58	10	1.8	486	88.0
59	4	0.7	490	88.8
60	9	1.6	499	90.4
61	8	1.4	507	91.8
62	9	1.6	516	93.5
63	2	0.4	518	93.8
64	3	0.5	521	94.4
65	3	0.5	524	94.9
>65	28	5.2	552	100.0

Table F (Continued)

Age for Full-Time Continuing Education Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	2	0.7	2	0.7
25	1	0.4	3	1.1
26	2	0.7	5	1.8
27	-	-	-	-
28	6	2.1	11	3.9
29	6	2.1	17	6.1
30	5	1.8	22	7.9
31	7	2.5	29	10.4
32	8	2.9	37	13.2
33	4	1.4	41	14.6
34	8	2.9	49	17.5
35	8	2.9	57	20.4
36	13	4.6	70	25.0
37	12	4.3	82	29.3
38	14	5.0	96	34.3
39	14	5.0	110	39.3
40	13	4.6	123	43.9
41	10	3.6	133	47.5
42	13	4.6	146	52.1
43	12	4.3	158	56.4
44	13	4.6	171	61.1
45	15	5.4	186	66.4
46	8	2.9	194	69.3
47	8	2.9	202	72.1
48	10	3.6	212	75.7
49	5	1.8	217	77.5
50	4	1.4	221	78.9
51	8	2.9	229	81.8
52	8	2.9	237	84.6
53	7	2.5	244	87.1
54	1	0.4	245	87.5
55	3	1.1	248	88.6
56	4	1.4	252	90.0
57	5	1.8	257	91.8
58	3	1.1	260	92.9
59	2	0.7	262	93.6
60	4	1.4	266	95.0
61	4	1.4	270	96.4
62	3	1.1	273	97.5
63	2	0.7	275	98.2
64	1	0.4	276	98.6
65	3	1.1	279	99.6
>65	1	0.4	280	100.0

Table F (Continued)

Age for Part-Time Continuing Education Faculty, Fall 1991

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<25	171	2.6	171	2.6
25	91	1.4	262	4.0
26	88	1.3	350	5.3
27	132	2.0	482	7.3
28	102	1.5	584	8.8
29	124	1.9	708	10.7
30	148	2.2	856	12.9
31	137	2.1	993	15.0
32	153	2.3	1,146	17.3
33	169	2.6	1,315	19.9
34	200	3.0	1,515	22.9
35	189	2.9	1,704	25.8
36	198	3.0	1,902	28.7
37	213	3.2	2,115	32.0
38	221	3.3	2,336	35.3
39	251	3.8	2,587	39.1
40	226	3.4	2,813	42.5
41	249	3.8	3,062	46.3
42	212	3.2	3,274	49.5
43	223	3.4	3,497	52.9
44	217	3.3	3,714	56.1
45	221	3.3	3,935	59.5
46	149	2.3	4,084	61.7
47	145	2.2	4,229	63.9
48	156	2.4	4,385	66.3
49	160	2.4	4,545	68.7
50	147	2.2	4,692	70.9
51	141	2.1	4,833	73.1
52	83	1.3	4,916	74.3
53	124	1.9	5,040	76.2
54	108	1.6	5,148	77.8
55	117	1.8	5,265	79.6
56	100	1.5	5,365	81.1
57	98	1.5	5,463	82.6
58	94	1.4	5,557	84.0
59	105	1.6	5,662	85.6
60	60	0.9	5,722	86.5
61	85	1.3	5,807	87.8
62	81	1.2	5,888	89.0
63	71	1.1	5,959	90.1
64	62	0.9	6,021	91.0
65	67	1.0	6,088	92.0
>65	528	8.1	6,616	100.0

Table G
Number of Years in the State Retirement System for
Full-Time Curriculum Faculty, Fall 1990

Years	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	517	14.9	517	14.9
1	208	6.0	725	21.0
2	149	4.3	874	25.3
3	172	5.0	1,046	30.2
4	112	3.2	1,158	33.5
5	158	4.6	1,316	38.0
6	131	3.8	1,447	41.8
7	131	3.8	1,578	45.6
8	154	4.5	1,732	50.1
9	121	3.5	1,853	53.6
10	99	2.9	1,952	56.4
11	119	3.4	2,071	59.9
12	106	3.1	2,177	62.9
13	109	3.2	2,286	66.1
14	112	3.2	2,398	69.3
15	137	4.0	2,535	73.3
16	118	3.4	2,653	76.7
17	99	2.9	2,752	79.6
18	102	2.9	2,854	82.5
19	114	3.3	2,968	85.8
20	72	2.1	3,040	87.9
21	77	2.2	3,117	90.1
22	67	1.9	3,184	92.0
23	59	1.7	3,243	93.8
24	53	1.5	3,296	95.3
25	42	1.2	3,338	96.5
26	35	1.0	3,373	97.5
27	27	0.8	3,400	98.3
28	20	0.6	3,420	98.9
29	7	0.2	3,427	99.1
30	7	0.2	3,434	99.3
>30	25	0.7	3,459	100.0

Table G (Continued)

Number of Years in the State Retirement System for
Full-Time College Transfer Faculty, Fall 1990

Years	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	76	12.5	76	12.5
1	25	4.1	101	16.6
2	17	2.8	118	19.4
3	18	3.0	136	22.4
4	16	2.6	152	25.0
5	15	2.5	167	27.5
6	14	2.3	181	29.8
7	24	4.0	205	33.8
8	24	4.0	229	37.7
9	17	2.8	246	40.5
10	18	3.0	264	43.5
11	13	2.1	277	45.6
12	17	2.8	294	48.4
13	19	3.1	313	51.6
14	14	2.3	327	53.9
15	23	3.8	350	57.7
16	19	3.1	369	60.8
17	16	2.6	385	63.4
18	25	4.1	410	67.5
19	35	5.8	445	73.3
20	20	3.3	465	76.6
21	24	4.0	489	80.6
22	24	4.0	513	84.5
23	12	2.0	525	86.5
24	18	3.0	543	89.5
25	12	2.0	555	91.4
26	15	2.5	570	93.9
27	14	2.3	584	96.2
28	6	1.0	590	97.2
29	1	0.2	591	97.4
30	5	0.8	596	98.2
>30	11	1.8	607	100.0

Table G (Continued)

Number of Years in the State Retirement System for
Full-Time General Education Faculty, Fall 1990

Years	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	29	15.2	29	15.2
1	8	4.2	37	19.4
2	8	4.2	45	23.6
3	13	6.8	58	30.4
4	4	2.1	62	32.5
5	8	4.2	70	36.6
6	9	4.7	79	41.4
7	4	2.1	83	43.5
8	3	1.6	86	45.0
9	6	3.1	92	48.2
10	6	3.1	98	51.3
11	11	5.8	109	57.1
12	5	2.6	114	59.7
13	5	2.6	119	62.3
14	14	7.3	133	69.6
15	7	3.7	140	73.3
16	10	5.2	150	78.5
17	3	1.6	153	80.1
18	7	3.7	160	83.8
19	3	1.6	163	85.3
20	7	3.7	170	89.0
21	2	1.0	172	90.1
22	2	1.0	174	91.1
23	4	2.1	178	93.2
24	3	1.6	181	94.8
25	3	1.6	184	96.3
26	1	0.5	185	96.9
27	0	0.0	185	96.9
28	1	0.5	186	97.4
29	1	0.5	187	97.9
30	1	0.5	188	98.4
>30	3	1.6	191	100.0

Table G (Continued)

**Number of Years in the State Retirement System for
Full-Time Technical Faculty, Fall 1990**

Years	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	316	16.2	316	16.2
1	131	6.7	447	22.9
2	83	4.3	530	27.2
3	99	5.1	629	32.3
4	71	3.6	700	35.9
5	102	5.2	802	41.1
6	77	3.9	879	45.1
7	76	3.9	955	49.0
8	87	4.5	1,042	53.4
9	68	3.5	1,110	56.9
10	56	2.9	1,166	59.8
11	67	3.4	1,233	63.2
12	56	2.9	1,289	66.1
13	64	3.3	1,353	69.4
14	57	2.9	1,410	72.3
15	82	4.2	1,492	76.5
16	62	3.2	1,554	79.7
17	56	2.9	1,610	82.6
18	48	2.5	1,658	85.0
19	57	2.9	1,715	87.9
20	35	1.8	1,750	89.7
21	36	1.8	1,786	91.6
22	31	1.6	1,817	93.2
23	33	1.7	1,850	94.9
24	25	1.3	1,875	96.2
25	24	1.2	1,899	97.4
26	17	0.9	1,916	98.3
27	10	0.5	1,926	98.8
28	11	0.6	1,937	99.3
29	4	0.2	1,941	99.5
30	1	0.1	1,942	99.6
>30	8	0.4	1,950	100.0

Table G (Continued)

**Number of Years in the State Retirement System for
Full-Time Vocational Faculty, Fall 1990**

Years	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	96	13.5	96	13.5
1	44	6.2	140	19.7
2	41	5.8	181	25.5
3	42	5.9	223	31.4
4	21	3.0	244	34.3
5	33	4.6	277	39.0
6	31	4.4	308	43.3
7	27	3.8	335	47.1
8	40	5.6	375	52.7
9	30	4.2	405	57.0
10	19	2.7	424	59.6
11	28	3.9	452	63.6
12	28	3.9	480	67.5
13	21	3.0	501	70.5
14	27	3.8	528	74.3
15	25	3.5	553	77.8
16	27	3.8	580	81.6
17	24	3.4	604	85.0
18	22	3.1	626	88.0
19	19	2.7	645	90.7
20	10	1.4	655	92.1
21	15	2.1	670	94.2
22	10	1.4	680	95.6
23	10	1.4	690	97.0
24	7	1.0	697	98.0
25	3	0.4	700	98.5
26	2	0.3	702	98.7
27	3	0.4	705	99.2
28	2	0.3	707	99.4
29	1	0.1	708	99.6
30	0	0.0	708	99.6
>30	3	0.4	711	100.0

Table G (Continued)

Number of Years in the State Retirement System for
Full-Time Continuing Education Faculty, Fall 1990

Years	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	85	30.6	85	30.6
1	29	10.4	114	41.0
2	23	8.3	137	49.3
3	15	5.4	152	54.7
4	13	4.7	165	59.4
5	9	3.2	174	62.6
6	8	2.9	182	65.5
7	12	4.3	194	69.8
8	14	5.0	208	74.8
9	8	2.9	216	77.7
10	4	1.4	220	79.1
11	11	4.0	231	83.1
12	8	2.9	239	86.0
13	7	2.5	246	88.5
14	4	1.4	250	89.9
15	7	2.5	257	92.4
16	7	2.5	264	95.0
17	2	0.7	266	95.7
18	1	0.4	267	96.0
19	2	0.7	269	96.8
20	0	0.0	269	96.8
21	2	0.7	271	97.5
22	0	0.0	271	97.5
23	1	0.4	272	97.8
24	1	0.4	273	98.2
25	1	0.4	274	98.6
26	0	0.0	274	98.6
27	1	0.4	275	98.9
28	0	0.0	275	98.9
29	1	0.4	276	99.3
30	0	0.0	276	99.3
>30	2	0.7	278	100.0

Table H
Highest Level of Education for
Curriculum and Continuing Education Faculty

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
Curriculum								
Less Than High School	5	.2	3	.1	20	.5	4	.1
High School or Equivalent	149	4.6	135	3.7	207	5.4	228	5.1
One Year of College	43	1.3	44	1.2	121	3.2	115	2.6
Vocational Diploma	180	5.5	176	4.8	172	4.5	165	3.7
Two Years of College	45	1.4	48	1.3	96	2.5	113	2.5
Associate Degree	214	6.6	230	6.3	276	7.2	363	8.1
Three-Four Years of College	76	2.3	69	1.9	121	3.2	109	2.4
Bachelor's Degree	741	22.7	801	22.0	1,451	38.1	1,505	33.4
Master's Degree	1,633	50.1	1,920	52.7	1,145	30.1	1,656	36.8
Doctorate	176	5.4	217	6.0	199	5.2	244	5.4
Subtotal	3,262		3,643		3,808		4,502	
Continuing Education								
Less Than High School	1	.4	1	.4	138	2.5	114	1.7
High School or Equivalent	23	8.8	18	6.4	1,196	21.9	1,441	21.8
One Year of College	5	1.9	5	1.8	332	6.1	376	5.7
Vocational Diploma	2	.8	5	1.8	114	2.1	172	2.6
Two Years of College	6	2.3	5	1.8	348	6.4	379	5.7
Associate Degree	11	4.2	9	3.2	304	5.6	493	7.5
Three-Four Years of College	10	3.8	9	3.2	286	5.2	270	4.1
Bachelor's Degree	134	51.3	152	54.3	1,921	35.2	2,350	35.5
Master's Degree	67	25.7	76	27.1	733	13.4	936	14.1
Doctorate	2	.8	-	-	81	1.5	85	1.3
Subtotal	261		280		5,453		6,616	
Totals								
Less than High School	6	.2	4	.1	158	1.7	118	1.1
High School or Equivalent	172	4.9	153	3.9	1,403	15.1	1,669	15.0
One Year of College	48	1.4	49	1.2	453	4.9	491	4.4
Vocational Diploma	182	5.2	181	4.6	286	3.1	337	3.0
2 Years of College	51	1.4	53	1.4	444	4.8	492	4.4
Associate Degree	225	6.4	239	6.1	580	6.3	856	7.7
Three-Four Years of College	86	2.4	78	2.0	407	4.4	379	3.4
Bachelor's Degree	875	24.8	953	24.3	3,372	36.4	3,855	34.7
Master's Degree	1,700	48.3	1,996	50.9	1,878	20.3	2,592	23.3
Doctorate	178	5.0	217	5.5	280	3.0	329	3.0
Grand Total	3,523		3,923		9,261		11,118	

Table H (Continued)
Highest Level of Education for
Curriculum and Continuing Education Faculty

Area of Instruction	Full-Time				Part-Time			
	<u>1987</u>		<u>1991</u>		<u>1987</u>		<u>1991</u>	
	n	%	n	%	n	%	n	%
Curriculum								
<u>College Transfer</u>								
Less Than High School	-	-	-	-	2	.3	1	.1
High School or Equivalent	4	.7	-	-	34	5.3	16	2.3
One Year of College	1	.2	1	.2	14	2.2	7	1.0
Vocational Diploma	-	-	-	-	6	.9	4	.6
Two Years of College	1	.2	1	.2	14	2.2	12	1.8
Associate Degree	3	.6	-	-	10	1.6	15	2.2
Three-Four Years of College	-	-	-	-	16	2.5	10	1.5
Bachelor's Degree	17	3.1	22	3.6	210	32.8	183	26.8
Master's Degree	435	80.4	494	81.0	296	46.2	392	57.3
Doctorate	80	14.8	92	15.1	39	6.1	44	6.4
<u>General Education</u>								
Less Than High School	-	-	-	-	-	-	-	-
High School or Equivalent	1	.6	-	-	3	1.2	2	.7
One Year of College	-	-	1	.5	2	.8	4	1.4
Vocational Diploma	-	-	-	-	-	-	1	.4
Two Years of College	-	-	-	-	4	1.7	2	.7
Associate Degree	1	.6	-	-	3	1.2	2	.7
Three-Four Years of College	1	.6	1	.5	4	1.7	6	2.1
Bachelor's Degree	17	10.5	17	8.7	69	28.7	75	26.5
Master's Degree	127	78.4	163	83.6	124	51.7	165	58.3
Doctorate	15	9.3	13	6.7	31	12.9	26	9.2
<u>Technical</u>								
Less Than High School	-	-	-	-	5	.2	1	-
High School or Equivalent	16	.9	17	.9	74	3.1	121	4.9
One Year of College	4	.2	5	.3	63	2.6	55	2.2
Vocational Diploma	17	1.0	19	1.0	33	1.4	30	1.2
Two Years of College	12	.7	9	.5	59	2.5	62	2.5
Associate Degree	98	5.5	121	6.1	219	9.2	230	9.3
Three-Four Years of College	34	1.9	37	1.9	77	3.2	62	2.5
Bachelor's Degree	539	30.3	576	29.0	1,052	44.0	1,034	42.0
Master's Degree	980	55.2	1,115	56.1	684	28.6	742	30.1
Doctorate	76	4.3	87	4.4	125	5.2	127	5.2

(Continued)

Table H (Continued)

Area of Instruction	Full-Time				Part-Time			
	1987		1991		1987		1991	
	n	%	n	%	n	%	n	%
<u>Vocational</u>								
Less Than High School	5	.6	4	.5	13	2.4	2	.4
High School or Equivalent	128	16.3	125	17.1	96	17.9	73	15.3
One Year of College	38	4.9	39	5.3	42	7.8	33	6.9
Vocational Diploma	163	20.8	151	20.6	133	24.8	122	25.6
Two Years of College	32	4.1	35	4.8	19	3.5	22	4.6
Associate Degree	112	14.3	105	14.3	44	8.2	67	14.0
Three-Four Years of College	41	5.2	38	5.2	24	4.5	21	4.4
Bachelor's Degree	168	21.5	158	21.6	120	22.4	100	21.0
Master's Degree	91	11.6	73	10.0	41	7.6	36	7.5
Doctorate	5	.6	5	.7	4	.7	1	.2
<u>Continuing Education</u>								
<u>Academic</u>								
Less Than High School	-	-	-	-	12	3.0	4	1.2
High School or Equivalent	1	20.0	-	-	51	12.9	57	16.8
One Year of College	-	-	-	-	22	5.6	17	5.0
Vocational Diploma	-	-	-	-	7	1.8	4	1.2
Two Years of College	-	-	-	-	12	3.0	14	4.1
Associate Degree	-	-	-	-	5	1.3	18	5.3
Three-Four Years of College	-	-	-	-	32	8.1	20	5.9
Bachelor's Degree	1	20.0	2	66.7	149	37.6	113	33.3
Master's Degree	3	60.0	1	33.3	86	21.7	78	23.0
Doctorate	-	-	-	-	20	5.1	14	4.1
<u>Adult Basic Education</u>								
Less Than High School	-	-	-	-	4	.4	7	.5
High School or Equivalent	1	1.2	1	1.1	70	6.5	59	4.5
One Year of College	1	1.2	1	1.1	31	2.9	22	1.7
Vocational Diploma	-	-	-	-	3	.3	5	.4
Two Years of College	-	-	-	-	31	2.9	29	2.2
Associate Degree	1	1.2	-	-	24	2.2	42	3.2
Three-Four Years of College	5	6.2	2	2.2	48	4.5	38	2.9
Bachelor's Degree	49	60.5	59	63.4	644	59.8	815	62.0
Master's Degree	23	28.4	30	32.3	218	20.2	293	22.3
Doctorate	1	1.2	-	-	4	.4	4	.3
<u>Adult High School Education/GED</u>								
Less Than High School	-	-	-	-	-	-	-	-
High School or Equivalent	-	-	-	-	9	2.2	9	1.9
One Year of College	1	3.3	-	-	4	1.0	8	1.7
Vocational Diploma	-	-	-	-	2	.5	3	.6
Two Years of College	-	-	-	-	4	1.0	7	1.5
Associate Degree	-	-	-	-	4	1.0	5	1.1
Three-Four Years of College	-	-	-	-	15	3.7	13	2.7
Bachelor's Degree	16	53.3	28	68.3	265	65.0	313	65.9
Master's Degree	13	43.3	13	31.7	98	24.0	113	23.8
Doctorate	-	-	-	-	7	1.7	4	.8

(Continued)

Table H (Continued)

Area of Instruction	Full-Time				Part-Time			
	1987		1991		1987		1991	
	n	%	n	%	n	%	n	%
<u>JTPA</u>								
Less Than High School	-	-	-	-	-	-	-	-
High School or Equivalent	-	-	-	-	3	15.0	-	-
One Year of College	-	-	-	-	1	5.0	1	14.3
Vocational Diploma	-	-	-	-	1	5.0	-	-
Two Years of College	-	-	-	-	3	15.0	1	14.3
Associate Degree	-	-	1	33.3	2	10.0	1	14.3
Three-Four Years of College	-	-	-	-	1	5.0	-	-
Bachelor's Degree	7	77.8	1	33.3	6	30.0	2	28.6
Master's Degree	2	22.2	1	33.3	3	15.0	2	28.6
Doctorate	-	-	-	-	-	-	-	-
<u>HRD</u>								
Less Than High School	-	-	-	-	-	-	-	-
High School or Equivalent	1	2.9	2	5.0	1	3.1	3	6.0
One Year of College	1	2.9	1	2.5	1	3.1	1	2.0
Vocational Diploma	-	-	-	-	1	3.1	3	6.0
Two Years of College	1	2.9	-	-	4	12.5	6	12.0
Associate Degree	-	-	2	5.0	1	3.1	4	8.0
Three-Four Years of College	1	2.9	-	-	4	12.5	3	6.0
Bachelor's Degree	20	57.1	22	55.0	12	37.5	21	42.0
Master's Degree	11	31.4	13	32.5	8	25.0	9	18.0
Doctorate	-	-	-	-	-	-	-	-
<u>New and Expanding Industry</u>								
Less Than High School	-	-	-	-	-	-	-	-
High School or Equivalent	2	28.6	-	-	1	11.1	4	19.0
One Year of College	-	-	-	-	-	-	-	-
Vocational Diploma	-	-	-	-	1	11.1	2	9.5
Two Years of College	1	14.3	-	-	1	11.1	1	4.8
Associate Degree	3	42.9	1	33.3	-	-	5	23.8
Three-Four Years of College	-	-	-	-	-	-	1	4.8
Bachelor's Degree	-	-	1	33.3	3	33.3	7	33.3
Master's Degree	1	14.3	1	33.3	3	33.3	1	4.8
Doctorate	-	-	-	-	-	-	-	-
<u>Occupational Extension</u>								
Less Than High School	1	1.4	1	1.6	38	1.8	21	.8
High School or Equivalent	18	24.7	13	20.3	527	25.5	719	26.8
One Year of College	2	2.7	3	4.7	150	7.3	200	7.5
Vocational Diploma	2	2.7	4	6.3	67	3.2	116	4.3
Two Years of College	3	4.1	3	4.7	179	8.7	194	7.2
Associate Degree	6	8.2	8	12.5	194	9.4	336	12.5
Three-Four Years of College	3	4.1	4	6.3	113	5.5	125	4.7
Bachelor's Degree	24	32.9	17	26.6	528	25.6	640	23.9
Master's Degree	13	17.8	11	17.2	224	10.9	289	10.8
Doctorate	1	1.4	-	-	44	2.1	39	1.5

(Continued)

Table H (Continued)

Area of Instruction	Full-Time				Part-Time			
	1987		1991		1987		1991	
	n	%	n	%	n	%	n	%
<u>Self-Supporting</u>								
Less Than High School	-	-	-	-	-	-	-	-
High School or Equivalent	-	-	-	-	4	19.0	6	17.6
One Year of College	-	-	-	-	4	19.0	4	11.8
Vocational Diploma	-	-	-	-	-	-	-	-
Two Years of College	-	-	-	-	-	-	3	8.8
Associate Degree	-	-	-	-	-	-	-	-
Three-Four Years of College	-	-	-	-	3	14.3	-	-
Bachelor's Degree	-	-	-	-	6	28.6	15	44.1
Master's Degree	-	-	1	100.0	4	19.0	5	14.7
Doctorate	-	-	-	-	-	-	1	2.9
<u>Avocational Extension</u>								
Less Than High School	-	-	-	-	59	6.4	61	6.1
High School or Equivalent	-	-	1	25.0	361	39.2	405	40.8
One Year of College	-	-	-	-	81	8.8	80	8.1
Vocational Diploma	-	-	-	-	20	2.2	35	3.5
Two Years of College	-	-	-	-	82	8.9	78	7.9
Associate Degree	-	-	-	-	46	5.0	52	5.2
Three-Four Years of College	-	-	-	-	51	5.5	40	4.0
Bachelor's Degree	1	100.0	2	50.0	163	17.7	178	17.9
Master's Degree	-	-	1	25.0	54	5.9	58	5.8
Doctorate	-	-	-	-	5	.5	5	.5
<u>Practical Skills</u>								
Less Than High School	-	-	-	-	24	7.4	26	7.5
High School or Equivalent	-	-	-	-	139	42.8	145	41.7
One Year of College	-	-	1	33.3	28	8.6	24	6.9
Vocational Diploma	-	-	-	-	9	2.8	11	3.2
Two Years of College	-	-	-	-	25	7.7	26	7.5
Associate Degree	-	-	1	33.3	17	5.2	15	4.3
Three-Four Years of College	-	-	-	-	11	3.4	15	4.3
Bachelor's Degree	1	100.0	1	33.3	52	16.0	63	18.1
Master's Degree	-	-	-	-	19	5.8	22	6.3
Doctorate	-	-	-	-	1	.3	1	.3
<u>Compensatory Education</u>								
Less Than High School	-	-	-	-	1	.6	2	.8
High School or Equivalent	-	-	3	9.1	30	16.8	54	20.5
One Year of College	-	-	2	6.1	10	5.6	6	2.3
Vocational Diploma	-	-	-	-	3	1.7	6	2.3
Two Years of College	1	5.3	5	15.2	7	3.9	15	5.7
Associate Degree	1	5.3	1	3.0	11	6.1	12	4.6
Three-Four Years of College	1	5.3	1	3.0	8	4.5	17	6.5
Bachelor's Degree	15	78.9	19	57.6	93	52.0	135	51.3
Master's Degree	1	5.3	2	6.1	16	8.9	16	6.1
Doctorate	-	-	-	-	-	-	-	-

Table I

**SACS Accreditation for
Full-Time Curriculum Instructors, Fall 1990**

Instructional Area	n	%
College Transfer		
Formal Academic Preparation	501	85.6
Unique Experience and Demonstrated Competence	4	.7
Combination of Preparation, Experience, and Competence	75	12.8
Instructor Does Not Meet SACS Criteria	5	.9
General Education		
Formal Academic Preparation	151	88.3
Unique Experience and Demonstrated Competence	2	1.2
Combination of Preparation, Experience, and Competence	17	9.9
Instructor Does Not Meet SACS Criteria	1	.6
Technical		
Formal Academic Preparation	1,343	71.4
Unique Experience and Demonstrated Competence	27	1.4
Combination of Preparation, Experience, and Competence	503	26.7
Instructor Does Not Meet SACS Criteria	10	.5
Vocational		
Formal Academic Preparation	227	32.2
Unique Experience and Demonstrated Competence	98	13.9
Combination of Preparation, Experience, and Competence	376	53.3
Instructor Does Not Meet SACS Criteria	4	.6
Total		
Formal Academic Preparation	2,222	66.4
Unique Experience and Demonstrated Competence	131	3.9
Combination of Preparation, Experience, and Competence	971	29.0
Instructor Does Not Meet SACS Criteria	20	.6

Table I
SACS Accreditation for
Part-Time Curriculum Instructors, Fall 1990

Instructional Area	n	%
College Transfer		
Formal Academic Preparation	398	64.7
Unique Experience and Demonstrated Competence	71	11.5
Combination of Preparation, Experience, and Competence	130	21.1
Instructor Does Not Meet SACS Criteria	16	2.6
General Education		
Formal Academic Preparation	171	69.0
Unique Experience and Demonstrated Competence	13	5.2
Combination of Preparation, Experience, and Competence	64	25.8
Instructor Does Not Meet SACS Criteria	-	-
Technical		
Formal Academic Preparation	1,142	56.7
Unique Experience and Demonstrated Competence	156	7.7
Combination of Preparation, Experience, and Competence	701	34.8
Instructor Does Not Meet SACS Criteria	15	.7
Vocational		
Formal Academic Preparation	101	25.3
Unique Experience and Demonstrated Competence	109	27.3
Combination of Preparation, Experience, and Competence	189	47.3
Instructor Does Not Meet SACS Criteria	1	.3
Total		
Formal Academic Preparation	1,812	55.3
Unique Experience and Demonstrated Competence	349	10.6
Combination of Preparation, Experience, and Competence	1,084	33.1
Instructor Does Not Meet SACS Criteria	32	1.0

Table I (Continued)
SACS Accreditation for
Full-Time Continuing Education Instructors, Fall 1990

Instructional Area	n	%
Academic		
Formal Academic Preparation	1	33.3
Unique Experience and Demonstrated Competence	-	-
Combination of Preparation, Experience, and Competence	2	66.7
Instructor Does Not Meet SACS Criteria	-	-
Adult Basic Education		
Formal Academic Preparation	40	74.1
Unique Experience and Demonstrated Competence	1	1.9
Combination of Preparation, Experience, and Competence	13	24.1
Instructor Does Not Meet SACS Criteria	-	-
AHSE/GED		
Formal Academic Preparation	13	52.0
Unique Experience and Demonstrated Competence	-	-
Combination of Preparation, Experience, and Competence	12	48.0
Instructor Does Not Meet SACS Criteria	-	-
JTPA		
Formal Academic Preparation	1	100.0
Unique Experience and Demonstrated Competence	-	-
Combination of Preparation, Experience, and Competence	-	-
Instructor Does Not Meet SACS Criteria	-	-
HRD		
Formal Academic Preparation	17	60.7
Unique Experience and Demonstrated Competence	1	3.6
Combination of Preparation, Experience, and Competence	10	35.7
Instructor Does Not Meet SACS Criteria	-	-

(Continued)

Table I (Continued)

SACS Accreditation for Full-Time Continuing Education Instructors, Fall 1990

Instructional Area	n	%
New & Expanding Industry		
Formal Academic Preparation	-	-
Unique Experience and Demonstrated Competence	1	33.3
Combination of Preparation, Experience, and Competence	2	66.7
Instructor Does Not Meet SACS Criteria	-	-
Occupational Extension		
Formal Academic Preparation	11	22.4
Unique Experience and Demonstrated Competence	11	22.4
Combination of Preparation, Experience, and Competence	26	53.1
Instructor Does Not Meet SACS Criteria	1	2.0
Self-Supporting		
Formal Academic Preparation	1	100.0
Unique Experience and Demonstrated Competence	-	-
Combination of Preparation, Experience, and Competence	-	-
Instructor Does Not Meet SACS Criteria	-	-
Avocational		
Formal Academic Preparation	-	-
Unique Experience and Demonstrated Competence	-	-
Combination of Preparation, Experience, and Competence	-	-
Instructor Does Not Meet SACS Criteria	1	100.0
Practical		
Formal Academic Preparation	1	33.3
Unique Experience and Demonstrated Competence	-	-
Combination of Preparation, Experience, and Competence	2	66.7
Instructor Does Not Meet SACS Criteria	-	-
Compensatory Education		
Formal Academic Preparation	15	65.2
Unique Experience and Demonstrated Competence	3	13.0
Combination of Preparation, Experience, and Competence	5	21.7
Instructor Does Not Meet SACS Criteria	-	-
Total		
Formal Academic Preparation	100	52.4
Unique Experience and Demonstrated Competence	17	8.9
Combination of Preparation, Experience, and Competence	72	37.7
Instructor Does Not Meet SACS Criteria	2	1.0

Table I (Continued)
SACS Accreditation for
Part-Time Continuing Education Instructors, Fall 1990

Instructional Area	n	%
Academic		
Formal Academic Preparation	52	23.4
Unique Experience and Demonstrated Competence	45	20.3
Combination of Preparation, Experience, and Competence	121	54.5
Instructor Does Not Meet SACS Criteria	4	1.8
Adult Basic Education		
Formal Academic Preparation	579	60.2
Unique Experience and Demonstrated Competence	46	4.8
Combination of Preparation, Experience, and Competence	312	32.4
Instructor Does Not Meet SACS Criteria	25	2.6
AIHSE/GED		
Formal Academic Preparation	135	41.0
Unique Experience and Demonstrated Competence	33	10.0
Combination of Preparation, Experience, and Competence	153	46.5
Instructor Does Not Meet SACS Criteria	8	2.4
JTPA		
Formal Academic Preparation	-	-
Unique Experience and Demonstrated Competence	-	-
Combination of Preparation, Experience, and Competence	3	100.0
Instructor Does Not Meet SACS Criteria	-	-
HRD		
Formal Academic Preparation	12	35.3
Unique Experience and Demonstrated Competence	5	14.7
Combination of Preparation, Experience, and Competence	17	50.0
Instructor Does Not Meet SACS Criteria	-	-

(Continued)

Table I (Continued)

SACS Accreditation for Part-Time Continuing Education Instructors, Fall 1990

Instructional Area	n	%
New & Expanding Industry		
Formal Academic Preparation	1	7.1
Unique Experience and Demonstrated Competence	2	14.3
Combination of Preparation, Experience, and Competence	11	78.6
Instructor Does Not Meet SACS Criteria	-	-
Occupational Extension		
Formal Academic Preparation	225	14.3
Unique Experience and Demonstrated Competence	431	27.3
Combination of Preparation, Experience, and Competence	902	57.2
Instructor Does Not Meet SACS Criteria	19	1.2
Self-Supporting		
Formal Academic Preparation	2	8.0
Unique Experience and Demonstrated Competence	9	36.0
Combination of Preparation, Experience, and Competence	14	56.0
Instructor Does Not Meet SACS Criteria	-	-
Avocational		
Formal Academic Preparation	45	6.7
Unique Experience and Demonstrated Competence	305	45.2
Combination of Preparation, Experience, and Competence	319	47.3
Instructor Does Not Meet SACS Criteria	6	0.9
Practical		
Formal Academic Preparation	34	14.1
Unique Experience and Demonstrated Competence	94	39.0
Combination of Preparation, Experience, and Competence	113	46.9
Instructor Does Not Meet SACS Criteria	-	-
Compensatory Education		
Formal Academic Preparation	47	30.5
Unique Experience and Demonstrated Competence	45	29.2
Combination of Preparation, Experience, and Competence	56	36.4
Instructor Does Not Meet SACS Criteria	6	3.9
Total		
Formal Academic Preparation	1132	26.7
Unique Experience and Demonstrated Competence	1015	24.0
Combination of Preparation, Experience, and Competence	2021	47.7
Instructor Does Not Meet SACS Criteria	68	1.6

Table I
Number and Percentage of Full-Time Faculty Meeting SACS Criteria
by Area of Instruction, Fall 1990

Area of Instruction	Formal		Unique		Combination		Does Not Meet	
	n	%	n	%	n	%	n	%
Accounting & Bookkeeping	92	77.1	2	1.7	23	19.3	2	1.7
Administrative Management	63	76.8	-	-	18	22.0	1	1.2
ABE	57	71.3	3	3.8	19	23.8	1	4.6
AHSE	17	50.0	1	2.9	16	47.1	-	-
Advertising Services	2	18.2	1	9.1	8	72.7	-	-
Air., Heating & Refrigeration	2	5.4	4	10.8	31	83.8	-	-
Art	17	73.9	1	4.4	5	21.7	-	-
Auto. Body & Fender	3	11.1	10	37.0	14	51.9	-	-
Auto. Mechanic	13	17.8	14	19.2	46	63.0	-	-
Biology	96	89.7	-	-	10	9.4	1	0.9
Carpentry	7	20.6	5	14.7	22	64.7	-	-
Chemistry	29	82.9	-	-	5	14.3	1	2.9
Commercial Art Occupations	9	32.1	2	7.1	16	57.1	1	3.6
Cosmetology	25	34.3	2	2.7	46	63.0	-	-
Data Processing Systems	98	59.4	1	0.6	66	40.0	-	-
Diesel Mechanic	-	-	7	38.9	10	55.6	1	5.6
Education Business	49	87.5	-	-	7	12.5	-	-
Electronic Servicing	8	40.0	4	20.0	8	40.0	-	-
Electronic Technology	42	48.8	2	2.4	42	48.8	-	-
English	278	84.0	1	0.3	45	13.6	7	2.1
Foreign Language	17	81.0	-	-	4	19.0	-	-
History	35	83.3	-	-	7	16.7	-	-
Industrial Elec/Electronic	6	31.6	1	5.3	12	63.2	-	-
Law Enforcement	22	59.5	1	2.7	14	37.8	-	-
Mech. & Manu. Tech	9	36.0	1	4.0	15	60.0	-	-
Mech. Shop	18	32.1	10	17.9	28	50.0	-	-
Nursing Associate	210	76.4	-	-	65	23.6	-	-
Nursing Practical	49	84.5	-	-	9	15.5	-	-

Table I (Continued)

Number and Percentage of Full-Time Faculty Meeting SACS Criteria
by Area of Instruction, Fall 1990

Area of Instruction	Formal		Unique		Combination		Does Not Meet	
	n	%	n	%	n	%	n	%
Ornamental Horticulture	13	61.9	-	-	8	38.1	-	-
Other Trades	6	31.6	1	5.3	12	63.2	-	-
Psychology	55	90.2	-	-	6	9.8	-	-
Radiologic	35	81.4	2	4.7	6	14.0	-	-
Secretary Stenographer	95	79.8	-	-	24	20.2	-	-
Welding	10	17.9	11	19.6	35	62.5	-	-

Table I (Continued)

Number and Percentage of Part-Time Faculty Meeting SACS Criteria
by Area of Instruction, Fall 1990

Area of Instruction	Formal		Unique		Combination		Does Not Meet	
	n	%	n	%	n	%	n	%
Accounting & Bookkeeping	78	55.7	7	5.0	53	37.9	2	1.4
Administrative Management	61	52.6	7	6.0	48	41.4	-	-
Adult Basic Education	608	60.5	53	5.3	311	31.0	33	3.3
Adult High School Education	140	43.2	28	8.6	150	46.3	6	1.9
Air Cond., Heating & Refrig.	4	13.3	7	23.3	19	63.3	-	-
Art	43	19.1	74	32.9	105	46.7	3	1.3
Auto Body & Fender	2	6.9	15	51.7	12	41.4	-	-
Auto Mechanic	2	5.4	13	35.1	22	59.5	-	-
Biology	33	75.0	2	4.6	8	18.2	1	2.3
Blueprint Reading	3	16.7	3	16.7	12	66.7	-	-
Carpentry	5	11.4	15	34.1	24	54.6	-	-
Child Care	41	63.1	5	7.7	18	27.7	1	1.5
Commercial Art Occupations	2	11.8	4	23.5	11	64.7	-	-
Commercial Photo Occupations	-	-	2	22.2	7	77.8	-	-
Crafts	3	1.6	93	49.0	94	49.5	-	-
Dance	1	9.1	3	27.3	7	63.6	-	-
Data Processing System	132	33.9	40	10.3	217	55.6	1	0.3
Drafting	15	35.7	2	4.8	25	59.5	-	-
Driver Education	11	44.0	4	16.0	10	40.0	-	-
Economics	17	40.5	1	2.4	22	52.4	2	4.8
Education, Business	38	46.3	3	3.7	41	50.0	-	-
Electrical Occupations	3	7.9	13	34.2	21	55.3	1	2.6
Electricity	4	25.0	6	37.5	6	37.5	-	-
Elementary Education	10	45.5	-	-	12	54.6	-	-
English	284	70.7	12	3.0	96	23.9	10	2.5
Finance & Credit	16	55.2	2	6.9	11	37.9	-	-
Firemanship	16	9.5	41	24.3	108	63.9	4	2.4
Fire & Safety Technology	2	3.9	12	23.5	36	70.6	1	2.0
Food Management	12	26.7	15	33.3	17	37.8	1	2.2
Foreign Language	40	45.5	11	12.5	31	35.2	6	6.8
General Office	12	27.3	6	13.6	26	59.1	-	-

Table I (Continued)

Number and Percentage of Part-Time Faculty Meeting SACS Criteria
by Area of Instruction, Fall 1990

Area of Instruction	Formal		Unique		Combination		Does Not Meet	
	n	%	n	%	n	%	n	%
History	55	64.0	6	7.0	25	29.1	-	-
Homemaking	10	10.9	46	50.0	34	37.0	2	2.2
Industrial Technology	-	-	2	11.8	15	88.2	-	-
Insurance	8	24.2	9	27.3	15	45.5	1	3.0
Interior Design	6	9.0	29	43.3	30	44.8	2	3.0
Law Enforcement	41	17.5	64	27.4	126	53.9	3	1.3
Mathematics	202	74.8	13	4.8	50	18.5	5	1.9
Machine Shop	3	7.9	13	34.2	22	57.9	-	-
Med Emergency Technician	24	10.4	66	28.7	140	60.9	-	-
Music	30	34.1	21	23.9	35	39.8	2	2.3
Nursing Assistant	44	34.1	14	10.9	71	55.0	-	-
Nursing Associate	91	82.7	2	1.8	17	15.5	-	-
Nursing Practical	14	82.4	1	5.9	2	11.8	-	-
Ornamental Horticulture	6	22.2	6	22.2	15	55.6	-	-
Other, Academic	82	41.0	33	16.5	83	41.5	2	1.0
Other, Distrib. & Marketing	12	35.3	8	23.5	14	41.2	-	-
Other, Economics	7	12.7	17	30.9	31	56.4	-	-
Other, Health	29	29.3	23	23.2	46	46.5	1	1.0
Other, Office	26	44.8	6	10.3	25	43.1	1	1.7
Other, Trades	13	9.0	55	38.2	76	52.8	-	-
Physical Education	21	21.4	48	49.0	29	29.6	-	-
Police Science Technology	36	40.0	12	13.3	41	45.6	1	1.1
Political Science & Gov.	13	59.1	4	18.2	5	22.7	-	-
Pre-Employment Training	8	29.6	6	22.2	13	48.2	-	-
Pre-Elementary Education	12	57.1	1	4.8	8	38.1	-	-
Product Design	4	5.4	43	58.1	27	36.5	36.0	-
Psychology	73	71.6	4	3.9	20	19.6	5	4.9
Radiologic & Nuclear Med.	13	34.2	1	2.6	24	63.2	-	-
Real Estate	25	30.1	11	13.3	47	56.6	-	-
Recreational Hobbies	4	6.5	44	71.0	14	22.6	-	-

Table I (Continued)

Number and Percentage of Part-Time Faculty Meeting SACS Criteria
by Area of Instruction, Fall 1990

Area of Instruction	Formal		Unique		Combination		Does Not Meet	
	n	%	n	%	n	%	n	%
Rehabilitation (Occupational Adjustment, Human Serv.)	7	29.2	4	16.7	13	54.2	-	-
Secondary Education	17	60.7	-	-	11	39.3	-	-
Secretarial, Stenographic	28	50.9	7	12.7	20	36.4	-	-
Sociology	28	70.0	5	12.5	7	17.5	-	-
Theology & Religion	25	50.0	7	14.0	18	36.0	-	-
Typing & Related Occupations	42	50.6	13	15.7	28	33.7	-	-
Welding	3	5.3	22	38.6	32	56.1	-	-
Woodworking	4	10.5	9	23.7	25	65.8	-	-

Table J

**Years of Experience at Current Institution
for Full-Time Faculty**

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
< 1 Year	209	6.4	203	5.6
1-5 Years	1,028	31.5	1,157	31.8
6-10 Years	725	22.2	781	21.4
11-15 Years	629	19.3	557	15.3
16-20 Years	509	15.6	515	14.1
21-25 Years	152	4.7	357	9.8
> 25 Years	10	.3	73	2.0
Subtotal	3,262	100.0	3,643	100.0
Continuing Education				
< 1 Year	49	18.8	15	5.4
1-5 Years	110	42.1	149	53.2
6-10 Years	58	22.2	61	21.8
11-15 Years	32	12.3	34	12.1
16-20 Years	12	4.6	18	6.4
21-25 Years	-	-	3	1.1
> 25 Years	-	-	-	-
Subtotal	261	100.0	280	100.0
Totals				
< 1 Year	258	7.3	218	5.5
1-5 Years	1,138	32.3	1,306	33.3
6-10 Years	783	22.3	842	21.4
11-15 Years	661	18.8	591	15.1
16-20 Years	521	14.8	533	13.6
21-25 Years	152	4.3	360	9.2
> 25 Years	10	.3	73	1.9
Grand Total	3,523	100.0	3,923	100.0

Table J (Continued)

**Years of Experience at Current Institution
for Full-Time Faculty**

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
<u>College Transfer</u>				
< 1 Year	35	6.5	26	4.1
1-5 Years	106	19.6	167	26.1
6-10 Years	105	19.4	107	16.7
11-15 Years	96	17.7	92	14.4
16-20 Years	158	29.2	92	14.4
21-25 Years	40	7.4	136	21.3
> 25 Years	1	0.2	19	3.0
<u>General Education</u>				
< 1 Year	7	4.3	12	5.4
1-5 Years	52	32.1	75	33.5
6-10 Years	36	22.2	39	17.4
11-15 Years	41	25.3	42	18.7
16-20 Years	24	14.8	45	20.1
21-25 Years	2	1.2	10	4.5
> 25 Years	-	-	1	0.4
<u>Technical</u>				
< 1 Year	109	6.1	123	6.1
1-5 Years	628	35.4	672	33.2
6-10 Years	395	22.2	466	23.0
11-15 Years	339	19.1	301	14.8
16-20 Years	230	13.0	266	13.1
21-25 Years	70	3.9	159	7.8
> 25 Years	5	0.3	40	2.0
<u>Vocational</u>				
< 1 Year	58	7.4	42	5.6
1-5 Years	242	30.9	243	32.3
6-10 Years	189	24.1	169	22.4
11-15 Years	153	19.5	122	16.2
16-20 Years	97	12.4	112	14.9
21-25 Years	40	5.1	52	6.9
> 25 Years	4	0.5	13	1.7

(Continued)

Table J (Continued)

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Continuing Education				
<u>Academic</u>				
< 1 Year	1	20.0	-	-
1-5 Years	1	20.0	-	-
6-10 Years	2	40.0	-	-
11-15 Years	1	20.0	1	100.0
16-20 Years	-	-	-	-
21-25 Years	-	-	-	-
> 25 Years	-	-	-	-
<u>Adult Basic Education</u>				
< 1 Year	17	21.0	5	5.4
1-5 Years	29	35.8	52	56.5
6-10 Years	22	27.2	16	17.4
11-15 Years	8	9.9	13	14.1
16-20 Years	5	6.2	5	5.4
21-25 Years	-	-	1	1.1
> 25 Years	-	-	-	-
<u>Adult High School Education/GED</u>				
< 1 Year	3	10.0	1	2.4
1-5 Years	11	36.7	17	40.5
6-10 Years	6	20.0	11	26.2
11-15 Years	5	16.7	9	21.4
16-20 Years	5	16.7	3	7.1
21-25 Years	-	-	1	2.4
> 25 Years	-	-	-	-
<u>JTPA</u>				
< 1 Year	1	11.1	1	33.3
1-5 Years	8	88.9	1	33.3
6-10 Years	-	-	1	33.3
11-15 Years	-	-	-	-
16-20 Years	-	-	-	-
21-25 Years	-	-	-	-
> 25 Years	-	-	-	-

(Continued)

Table J (Continued)

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
<u>HRD</u>				
< 1 Year	4	11.4	1	2.4
1-5 Years	7	20.0	15	35.7
6-10 Years	8	22.9	10	23.8
11-15 Years	15	42.9	9	21.4
16-20 Years	1	2.9	6	14.3
21-25 Years	-	-	1	2.4
> 25 Years	-	-	-	-
<u>New and Expanding Industry</u>				
< 1 Year	5	71.4	-	-
1-5 Years	2	28.6	-	-
6-10 Years	-	-	-	-
11-15 Years	-	-	-	-
16-20 Years	-	-	-	-
21-25 Years	-	-	-	-
> 25 Years	-	-	-	-
<u>Occupational Extension</u>				
< 1 Year	12	16.4	1	1.6
1-5 Years	38	52.1	38	61.3
6-10 Years	19	26.0	17	27.4
11-15 Years	3	4.1	2	3.2
16-20 Years	1	1.4	4	6.5
21-25 Years	-	-	-	-
> 25 Years	-	-	-	-
<u>Self-Supporting</u>				
< 1 Year	-	-	-	-
1-5 Years	-	-	-	-
6-10 Years	-	-	1	100.0
11-15 Years	-	-	-	-
16-20 Years	-	-	-	-
21-25 Years	-	-	-	-
> 25 Years	-	-	-	-

(Continued)

Table J (Continued)

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
<u>Avocational Extension</u>				
< 1 Year	-	-	1	33.3
1-5 Years	1	100.0	1	33.3
6-10 Years	-	-	1	33.3
11-15 Years	-	-	-	-
16-20 Years	-	-	-	-
21-25 Years	-	-	-	-
> 25 Years	-	-	-	-
<u>Practical Skills</u>				
< 1 Year	-	-	-	-
1-5 Years	1	100.0	1	100.0
6-10 Years	-	-	-	-
11-15 Years	-	-	-	-
16-20 Years	-	-	-	-
21-25 Years	-	-	-	-
> 25 Years	-	-	-	-
<u>Compensatory Education</u>				
< 1 Year	6	31.6	5	15.2
1-5 Years	12	63.2	24	72.7
6-10 Years	1	5.3	4	12.1
11-15 Years	-	-	-	-
16-20 Years	-	-	-	-
21-25 Years	-	-	-	-
> 25 Years	-	-	-	-

Table K

Credit Hours for Full-Time and Part-Time Faculty, Fall 1990

Area of Instruction	<u>Full-Time</u>		<u>Part-Time</u>	
	n	%	n	%
Curriculum				
0-3	47	2.0	571	32.6
4-6	53	2.2	602	34.4
7-9	155	6.6	208	11.9
10-12	370	15.6	168	9.6
13-15	476	20.1	83	4.7
16-18	512	21.6	53	3.0
19-21	365	15.4	35	2.0
22-24	145	6.1	7	0.4
>24	242	10.2	23	1.3
Continuing Education				
0-3	89	72.4	1,938	96.9
4-6	8	6.5	23	1.1
7-9	3	2.4	14	.7
10-12	5	4.1	14	.7
13-15	4	3.3	4	.2
16-18	4	3.3	5	.3
19-21	3	2.4	2	.1
22-24	2	1.6	-	-
>24	5	4.1	-	-

Table K (Continued)

Credit Hours for Full-Time and Part-Time Faculty, Fall 1990

Area of Instruction	<u>Full-Time</u>		<u>Part-Time</u>	
	n	%	n	%
College Transfer				
0-3	5	1.3	97	35.3
4-6	3	0.8	86	31.3
7-9	11	2.8	27	9.8
10-12	36	9.2	33	12.0
13-15	86	22.1	17	6.2
16-18	87	22.3	6	2.2
19-21	101	25.9	4	1.5
22-24	23	5.9	4	1.5
>24	38	9.7	1	0.4
Technical				
0-3	31	2.3	381	34.5
4-6	36	2.7	388	35.2
7-9	104	7.8	125	11.3
10-12	212	16.0	103	9.3
13-15	265	19.9	40	3.6
16-18	296	22.3	34	3.1
19-21	188	14.1	21	1.9
22-24	77	5.8	1	0.1
>24	120	9.0	10	0.9
Vocational				
0-3	10	2.0	68	29.8
4-6	10	2.0	77	33.8
7-9	37	7.5	42	18.4
10-12	114	23.2	7	3.1
13-15	117	23.8	8	3.5
16-18	78	15.9	12	5.3
19-21	32	6.5	5	2.2
22-24	33	6.7	1	0.4
>24	61	12.4	8	3.5
General Education				
0-3	1	0.6	25	17.4
4-6	4	2.6	51	35.4
7-9	3	1.9	14	9.7
10-12	8	5.2	25	17.4
13-15	8	5.2	18	12.5
16-18	51	33.1	1	0.7
19-21	44	28.6	5	3.5
22-24	12	7.8	1	0.7
>24	23	14.9	4	2.8

Table L

Contact Hours for Full-Time and Part-Time Faculty, Fall 1990

Area of Instruction	<u>Full-Time</u>		<u>Part-Time</u>	
	n	%	n	%
Curriculum				
0-3	30	1.3	473	27.0
4-6	25	1.1	512	29.3
7-9	21	.9	183	10.5
10-12	66	2.8	225	12.9
13-15	181	7.7	133	7.6
16-18	416	17.6	68	3.9
19-21	604	25.5	58	3.3
22-24	366	15.5	29	1.7
>24	656	27.7	69	3.9
Continuing Education				
0-3	88	71.5	1,930	96.5
4-6	7	5.7	23	1.1
7-9	2	1.6	13	.7
10-12	2	1.6	14	.7
13-15	-	-	5	.3
16-18	6	4.9	7	.4
19-21	1	.8	4	.2
22-24	1	.8	2	.1
>24	16	13.0	2	.1

Table L (Continued)

Contact Hours for Full-Time and Part-Time Faculty, Fall 1990

Area of Instruction	<u>Full-Time</u>		<u>Part-Time</u>	
	n	%	n	%
College Transfer				
0-3	5	1.3	82	29.8
4-6	2	0.5	90	32.7
7-9	-	-	19	6.9
10-12	6	1.5	37	13.5
13-15	66	16.9	20	7.3
16-18	72	18.5	11	4.0
19-21	131	33.6	7	2.5
22-24	41	10.5	4	1.5
>24	67	17.2	5	1.8
Technical				
0-3	15	1.1	328	29.7
4-6	16	1.2	327	29.6
7-9	14	1.1	114	10.3
10-12	47	3.5	141	12.8
13-15	89	6.7	71	6.4
16-18	279	21.0	36	3.3
19-21	332	25.0	34	3.1
22-24	212	16.0	20	1.8
>24	325	24.5	32	2.9
Vocational				
0-3	9	1.8	40	17.5
4-6	5	1.0	44	19.3
7-9	5	1.0	38	16.7
10-12	9	1.8	29	12.7
13-15	21	4.3	21	9.2
16-18	38	7.7	16	7.0
19-21	75	15.2	9	3.9
22-24	101	20.5	4	1.8
>24	229	46.5	27	11.8
General Education				
0-3	1	0.6	23	16.0
4-6	2	1.3	51	35.4
7-9	2	1.3	12	8.3
10-12	4	2.6	18	12.5
13-15	5	3.2	21	14.6
16-18	27	17.5	5	3.5
19-21	66	42.9	8	5.6
22-24	12	7.8	1	0.7
>24	35	22.7	5	3.5

Table M

Number of Preparations for Full-Time Faculty, Fall 1990

Number of Preparations	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Curriculum				
1	274	11.7	274	11.7
2	501	21.4	775	33.1
3	664	28.4	1,439	61.5
4	468	20.0	1,907	81.6
5	203	8.7	2,110	90.2
6	89	3.8	2,199	94.1
>6	139	5.9	2,338	100.0
Continuing Education				
1	64	50.4	64	50.4
2	24	18.9	88	69.3
3	10	7.9	98	77.2
4	11	8.7	109	85.8
5	8	6.3	117	92.1
6	2	1.6	119	93.7
>6	8	6.3	127	100.0

Table M (Continued)

Number of Preparations for Full-Time Faculty, Fall 1990

Number of Preparations	Frequency	Percent	Cumulative Frequency	Cumulative Percent
College Transfer				
1	31	8.0	31	8.0
2	95	24.5	126	32.5
3	116	29.9	242	62.4
4	85	21.9	327	84.3
5	28	7.2	355	91.5
6	10	2.6	365	94.1
>6	23	5.9	388	100.0
General Education				
1	12	7.8	12	7.8
2	36	23.4	48	31.2
3	47	30.5	95	61.7
4	30	19.5	125	81.2
5	20	13.0	145	94.2
6	7	4.5	152	98.7
>6	2	1.3	154	100.0
Technical				
1	170	13.0	170	13.0
2	259	19.7	429	32.7
3	372	28.4	801	61.1
4	271	20.7	1,072	81.7
5	119	9.1	1,191	90.8
6	53	4.0	1,244	94.8
>6	68	5.2	1,312	100.0
Vocational				
1	61	12.6	61	12.6
2	111	22.9	172	35.5
3	129	26.7	301	62.2
4	82	16.9	383	79.1
5	36	7.4	419	86.6
6	19	3.9	438	90.5
>6	46	9.5	484	100.0

Table M (Continued)

**Number of Course Preparations
for Selected Curriculum Full-Time Faculty, Fall 1990**

Area of Instruction	Number of Faculty	1	2	3	4	5	>5
Accounting/Bookkeeping	90	3	21	28	23	7	8
Administrative Management and Supervisory Occupations	61	1	12	14	15	12	7
Air Cond., Heating & Refrig.	25	1	7	4	8	3	2
Architectural Technology	17	2	2	7	5	1	-
Art	17	-	2	6	5	2	2
Auto. Body & Fender	18	1	4	6	3	3	1
Automotive Mechanic	55	9	17	17	6	3	3
Automotive Technology	13	1	3	7	2	-	-
Aviation Occupations	11	4	2	1	2	2	-
Biology	80	11	32	22	11	1	3
Carpentry	26	4	7	7	4	1	3
Chemistry	29	2	5	13	6	2	1
Child Care and Guidance	25	-	-	6	2	7	10
Civil Technolog.	13	-	3	8	2	-	-
Commercial Art Occupations	19	2	-	12	3	1	1
Cosmetology	56	1	11	2	14	6	22
Data Processing Systems Programming Operations	120	4	21	43	35	10	7
Dental Assisting	15	2	6	6	1	-	-
Dental Hygiene	12	2	6	4	-	-	-
Diesel Mechanics	13	-	3	6	2	1	1
Drafting	23	2	6	5	4	2	4
Education, Business	42	1	10	9	6	8	8
Electrical Occupations	15	2	5	3	4	1	-
Electronic Servicing	15	3	2	8	2	-	-
Electronic Technology	62	9	9	25	11	5	3
English	250	24	54	79	60	23	10
Food Management	11	-	2	2	2	1	4
Foreign Language	13	1	5	2	5	-	-
General Office Clerical Occup.	17	-	1	5	5	2	4
History	21	2	10	5	4	-	-
Industrial Electricity/Electronics	14	1	4	3	3	-	3

(Continued)

Table M (Continued)

**Number of Course Preparations
for Selected Curriculum Full-Time Faculty, Fall 1990**

Area of Instruction	Number of Faculty	1	2	3	4	5	>5
Industrial Technology	15	-	1	6	3	3	2
Inhalation Therapy	21	1	10	3	6	1	-
Law Enforcement	20	1	4	4	5	4	2
Mathematics	156	9	35	52	36	14	10
Mechanical Shop	37	2	6	12	3	6	8
Mech. & Mfg. Technology	13	-	3	4	2	4	-
Medical Laboratory Technology	13	2	3	5	3	-	-
Music	11	-	-	1	3	1	6
Nursing Assistance (Aide)	10	-	3	7	-	-	-
Nursing, Associate Degree	170	105	43	21	1	-	-
Nursing Practical	40	17	13	9	1	-	-
Ornamental Horticulture	14	-	1	6	5	2	-
Other Academic	19	3	1	5	6	3	1
Paralegal	14	-	-	3	5	5	1
Police Science Technology	21	-	6	7	6	1	1
Psychology	38	4	12	10	7	1	4
Physical Education	18	1	-	-	4	3	10
Physics	32	-	4	10	9	4	5
Psychology	38	4	12	10	7	1	4
Radiologic & Nuclear Medicine	27	6	6	9	2	2	2
Secretarial, Stenographic and Related Occupations	81	1	9	21	24	6	20
Social Science	18	1	4	7	2	3	1
Sociology	19	2	6	6	4	1	-
Typing and Related Occupations	16	-	1	5	5	-	5
Welding	36	2	5	6	8	2	13

Table M (Continued)

Number of Preparations for Part-Time Faculty, Fall 1990

Number of Preparations	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Curriculum				
1	1,043	64.3	1,043	64.3
2	359	22.1	1,402	86.5
3	110	6.8	1,512	93.3
4	55	3.4	1,567	96.7
5	32	2.0	1,599	98.6
6	8	0.5	1,607	99.1
>6	14	0.9	1,621	100.0
Continuing Education				
1	355	68.5	355	68.5
2	90	17.4	445	85.9
3	38	7.3	483	93.2
4	13	2.5	496	95.8
5	15	2.9	511	98.6
6	5	1.0	516	99.6
>6	2	0.4	518	100.0

Table M (Continued)

Number of Preparations for Part-Time Faculty, Fall 1990

Number of Preparations	Frequency	Percent	Cumulative Frequency	Cumulative Percent
College Transfer				
1	154	57.9	154	57.9
2	69	25.9	223	83.8
3	25	9.4	248	93.2
4	10	3.8	258	97.0
5	5	1.9	263	98.9
6	1	0.4	264	99.2
>6	2	0.8	266	100.0
General Education				
1	90	63.8	90	63.8
2	37	26.2	127	90.1
3	7	5.0	134	95.0
4	2	1.4	136	96.5
5	4	2.8	140	99.3
6	1	0.7	141	100.0
>6	-	-	-	-
Technical				
1	673	66.6	673	66.6
2	212	21.0	885	87.6
3	63	6.2	948	93.9
4	35	3.5	983	97.3
5	18	1.8	1,001	99.1
6	4	0.4	1,005	99.5
>6	5	0.5	1,010	100.0
Vocational				
1	126	61.8	126	61.8
2	41	20.1	167	81.9
3	15	7.4	182	89.2
4	8	3.9	190	93.1
5	5	2.5	195	95.6
6	2	1.0	197	96.6
>6	7	3.4	204	100.0

Table M (Continued)

**Number of Course Preparations
for Selected Curriculum Part-Time Faculty, Fall 1990**

Area of Instruction	Number of Faculty	1	2	3	4	5	>5
Accounting/Bookkeeping	71	52	14	1	4	-	-
Administrative Management and Supervisory Occupations	45	29	10	4	1	1	-
Air Cond., Heating & Refrig.	14	11	1	2	-	-	-
Art	17	-	2	6	5	2	2
Auto. Body & Fender	10	5	4	1	-	-	-
Biology	16	11	4	1	-	-	-
Child Care and Guidance	28	23	2	1	2	-	-
Cosmetology	12	1	4	-	2	1	4
Data Processing Systems Programming Operations	146	92	29	14	9	2	-
Drafting	22	18	4	-	-	-	-
Economics	19	12	5	2	-	-	-
Education, Business	41	26	11	2	2	-	-
English	166	79	55	21	7	1	3
Foreign Language	13	11	2	-	-	-	-
General Office Clerical Occup.	29	17	4	1	3	3	1
History	31	20	9	1	-	1	-
Law Enforcement	36	26	5	3	1	-	1
Mathematics	141	81	39	10	5	4	2
Mechanical Shop	17	11	1	2	2	-	1
Nursing, Associate Degree	54	41	9	3	-	1	-
Other Academic	51	37	9	3	-	1	1
Other, Dist. & Marketing	18	13	3	2	-	-	-
Other, Health	12	9	3	-	-	-	-
Other, Office	27	18	7	1	1	-	-
Paralegal	15	9	4	-	-	2	-
Police Science Technology	33	22	9	1	-	-	1
Psychology	46	25	12	4	3	2	-
Physical Education	51	37	11	1	2	-	-
Psychology	46	25	12	4	3	2	-
Real Estate	36	31	5	-	-	-	-

(Continued)

Table M (Continued)

**Number of Course Preparations
for Selected Curriculum Part-Time Faculty, Fall 1990**

Area of Instruction	Number of Faculty	1	2	3	4	5	>5
Secretarial, Stenographic and Related Occupations	23	12	5	2	-	2	2
Sociology	13	9	4	-	-	-	-
Typing and Related Occupations	35	24	4	3	2	2	-
Welding	19	10	3	2	-	2	2

Table N

Number of Committee Assignments for Full-Time Faculty, Fall 1990

Number of Committee Assignments	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Curriculum				
0	634	26.8	634	26.8
1	824	34.8	1,458	61.6
2	527	22.3	1,985	83.9
3	209	8.8	2,194	92.8
4	102	4.3	2,296	97.1
>4	69	2.9	2,365	100.0
Continuing Education				
0	70	56.9	70	56.9
1	33	26.8	103	83.7
2	12	9.8	115	93.5
3	7	5.7	122	99.2
4	1	0.8	123	100.0
>4	-	-	-	-

Table N (Continued)

Number of Committee Assignments for Full-Time Faculty, Fall 1990

Number of Committee Assignments	Frequency	Percent	Cumulative Frequency	Cumulative Percent
College Transfer				
0	126	32.3	126	32.3
1	114	29.2	240	61.5
2	84	21.5	324	83.1
3	36	9.2	360	92.3
4	17	4.4	377	96.7
>4	13	3.3	390	100.0
General Education				
0	40	26.0	40	26.0
1	57	37.0	97	63.0
2	25	16.2	122	79.2
3	17	11.0	139	90.3
4	8	5.2	147	95.5
>4	7	4.5	154	100.0
Technical				
0	335	25.2	335	25.2
1	481	36.2	816	61.4
2	304	22.9	1,120	84.3
3	113	8.5	1,233	92.8
4	55	4.1	1,288	96.9
>4	41	3.1	1,329	100.0
Vocational				
0	133	27	133	27.0
1	172	35	305	62.0
2	114	23.2	419	85.2
3	43	8.7	462	93.9
4	22	4.5	484	98.4
>4	8	1.6	492	100.0

Table N (Continued)

**Number of Committee Assignments
for Selected Curriculum Full-Time Faculty, Fall 1990**

Area of Instruction	Faculty n %		0	1	2	3	4	>4
Accounting & Bookkeeping	89	4.8	16	36	22	5	9	1
Admin. Mgt. & Supv. Occup.	61	3.3	6	29	17	2	3	4
Architectural Technology	17	.9	7	3	4	1	-	1
Art	17	.9	6	5	4	2	-	-
Biology	80	4.3	23	26	18	7	2	-
Chemistry	29	1.6	7	11	10	1	-	-
Child Care & Guidance	22	1.2	6	6	8	-	1	-
Civil Technology	13	.7	5	2	3	2	-	1
Commercial Art Occupations	18	1.0	5	7	5	-	-	1
Commerical Photography Occ.	10	.5	1	7	-	1	1	-
Data Processing Systems & Program Operator	115	6.1	30	50	17	8	5	2
Dental Hygiene	12	.6	3	6	1	1	-	-
Drafting	15	.8	3	9	2	-	-	-
Drama	5	.3	4	1	-	-	-	-
Education, Business	41	2.2	8	16	11	4	1	1
Electronic Technology	59	3.2	16	19	22	2	-	-
English	244	13.0	74	78	47	25	12	7
Foreign Language	14	.8	6	3	3	2	-	-
General Office/Clerical Occup.	17	.9	3	7	3	2	1	1
History	21	1.1	7	7	4	2	1	-
Industrial Technology	13	.7	2	2	5	1	3	-
Inhalation Therapy	20	1.1	4	10	-	3	1	1
Mathematics	153	8.2	45	52	25	15	7	5
Mechanical & Mfg. Technology	11	.6	3	3	2	2	1	-
Medical Lab Technology	13	.7	5	4	3	1	-	-
Music	11	.6	6	2	1	1	-	1
Nursing Associate Degree	174	9.3	29	57	53	18	10	6
Nursing Practical	10	.5	3	4	3	-	-	-
Ornamental Horticulture	11	.6	1	4	3	1	1	-
Other, Academic	12	.6	3	4	2	2	-	1
Paralegal	14	.8	2	6	2	4	-	-
Physical Education	18	1.0	5	8	5	-	-	-
Physics	32	1.7	9	14	5	3	1	-

(Continued)

Table N (Continued)

**Number of Committee Assignments
for Selected Curriculum Full-Time Faculty, Fall 1990**

Area of Instruction	Faculty		0	1	2	3	4	>4
	n	%						
Police Science Technology	21	1.1	5	7	6	2	1	-
Psychology	37	2.0	10	9	11	4	2	1
Radiologic & Nuclear Medicine	29	1.6	13	12	2	2	-	-
Sec., Steno., & Related Occup.	82	4.4	23	25	15	9	7	3
Social Science	17	.9	5	4	5	2	1	-
Sociology	19	1.0	7	4	5	2	-	1
Typing & Related Occupations	16	.9	3	5	3	3	1	-

Table N (Continued)

Number of Committee Assignments for Part-Time Faculty, Fall 1990

Number of Committee Assignments	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Curriculum				
0	1,708	97.6	1,708	97.6
1	29	1.7	1,737	99.3
2	9	0.5	1,746	99.8
3	2	0.1	1,748	99.9
4	1	0.1	1,749	99.9
>4	1	0.1	1,750	100.0
Continuing Education				
0	1,950	97.5	1,950	97.5
1	35	1.7	1,985	99.3
2	8	0.4	1,993	99.7
3	5	0.3	1,998	99.9
4	2	0.1	2,000	100.0
>4	-	-	-	-

Table N (Continued)

Number of Committee Assignments for Part-Time Faculty, Fall 1990

Number of Committee Assignments	Frequency	Percent	Cumulative Frequency	Cumulative Percent
College Transfer				
0	269	97.8	269	97.8
1	5	1.8	274	99.6
2	1	0.4	275	100.0
3	-	-	-	-
4	-	-	-	-
>4	-	-	-	-
General Education				
0	138	95.8	138	95.8
1	5	3.5	143	99.3
2	1	0.7	144	100.0
3	-	-	-	-
4	-	-	-	-
>4	-	-	-	-
Technical				
0	1,084	98.3	1,084	98.3
1	12	1.1	1,096	99.4
2	5	0.5	1,101	99.8
3	1	0.1	1,102	99.9
4	1	0.1	1,103	100.0
>4	-	-	-	-
Vocational				
0	217	95.2	217	95.2
1	7	3.1	224	98.2
2	2	0.9	226	99.1
3	1	0.4	227	99.6
4	-	-	-	-
>4	1	0.4	228	100.0

Table O

**Months of Employment for Full-Time Faculty
Fiscal Years 1987-88 and 1991-92**

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
< 9 Months	93	2.89	31	.9
9 Months	435	13.3	526	14.4
10 Months	278	8.5	276	7.6
11 Months	173	5.3	91	2.5
12 Months	2,283	70.0	2,719	74.6
Continuing Education				
< 9 Months	53	20.3	1	.4
9 Months	10	3.8	2	.7
10 Months	15	5.8	7	2.5
11 Months	7	2.7	4	1.4
12 Months	176	67.4	266	95.0
Totals				
< 9 Months	146	4.1	32	.8
9 Months	445	12.6	528	13.5
10 Months	293	8.3	283	7.2
11 Months	180	5.1	95	2.4
12 Months	2,459	69.8	2,985	76.1

Table O (Continued)

**Months of Employment at Current Institution
for Full-Time Faculty
Fiscal Years 1987-88 and 1991-92**

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Curriculum				
<u>College Transfer</u>				
< 9 Months	18	3.3	5	.8
9 Months	144	26.6	163	25.5
10 Months	52	9.6	56	8.8
11 Months	42	7.8	30	4.7
12 Months	285	52.7	385	60.3
<u>General Education</u>				
< 9 Months	6	3.7	4	1.8
9 Months	15	9.3	44	19.6
10 Months	20	12.4	15	6.7
11 Months	8	4.9	4	1.8
12 Months	113	69.8	157	70.1
<u>Technical</u>				
< 9 Months	45	2.5	16	.8
9 Months	247	13.9	292	14.4
10 Months	181	10.2	176	8.7
11 Months	80	4.5	47	2.3
12 Months	1,223	68.9	1,496	73.8
<u>Vocational</u>				
< 9 Months	24	3.1	6	.8
9 Months	29	3.7	27	3.6
10 Months	25	3.2	29	3.9
11 Months	43	5.5	10	1.3
12 Months	662	84.6	681	90.4

(Continued)

Table O (Continued)

**Months of Employment at Current Institution
for Full-Time Faculty**

Area of Instruction	<u>1987</u>		<u>1991</u>	
	n	%	n	%
Continuing Education				
<u>Adult Basic Education</u>				
< 9 Months	13	16.0	1	1.1
9 Months	3	3.7	1	1.1
10 Months	5	6.2	5	5.4
11 Months	-	-	1	1.1
12 Months	60	74.1	84	91.3
<u>Adult High School Education/GED</u>				
< 9 Months	1	3.3	-	-
9 Months	1	3.3	-	-
10 Months	2	6.7	1	2.4
11 Months	1	3.3	-	-
12 Months	25	83.3	41	97.6
<u>Occupational Extension</u>				
< 9 Months	28	38.4	-	-
9 Months	3	4.1	1	1.6
10 Months	2	2.7	1	1.6
11 Months	2	2.7	-	-
12 Months	38	52.1	60	97.0
<u>Compensatory Education</u>				
< 9 Months	7	36.8	-	-
9 Months	-	-	-	-
10 Months	-	-	-	-
11 Months	3	15.8	1	3.0
12 Months	9	47.4	32	97.0
<u>Other</u>				
< 9 Months	4	6.9	-	-
9 Months	3	5.2	-	-
10 Months	6	10.3	-	-
11 Months	1	1.7	2	4.0
12 Months	44	75.9	49	96.0

Table P

**Hourly Rate of Pay for Curriculum
Part-Time Instructors, Fall 1990**

Cumulative Percent	Rate	Cumulative Percent	Rate
99	29.54	53	14.80
98	25.00	52	14.70
97	23.63	51	14.50
96	21.60	50	14.42
95	20.61	49	14.29
94	19.90	48	14.20
93	19.35	47	14.10
92	19.10	46	14.00
91	19.00	40	13.95
90	18.85	36	13.85
89	18.48	35	13.60
88	18.33	34	13.50
87	18.23	33	13.39
86	18.00	32	13.20
85	17.96	31	13.00
84	17.77	28	12.98
83	17.50	27	12.90
82	17.19	26	12.75
81	17.00	25	12.65
79	16.95	24	12.50
78	16.86	23	12.48
77	16.69	22	12.40
76	16.55	21	12.25
75	16.40	20	12.10
74	16.36	19	12.00
73	16.17	16	11.90
72	16.03	14	11.69
71	16.00	13	11.50
70	15.90	12	11.15
69	15.74	11	11.00
68	15.64	10	10.98
67	15.50	9	10.90
66	15.40	8	10.50
65	15.15	7	10.00
64	15.06	4	9.85
63	15.00	3	9.55
57	14.98	2	9.00
54	14.95	1	6.00

Table P (Continued)

**Hourly Rate of Pay for College Transfer
Part-Time Instructors, Fall 1990**

Cumulative Percent	Rate	Cumulative Percent	Rate
99	29.54	55	16.00
98	29.50	54	15.90
97	25.09	53	15.70
96	23.55	52	15.40
95	21.60	51	15.13
94	21.34	50	15.06
93	20.71	49	15.00
92	19.61	43	14.90
91	19.28	42	14.77
90	19.16	41	14.70
89	19.10	40	14.53
88	19.05	38	14.50
87	19.98	37	14.30
86	18.85	36	14.25
85	18.67	33	14.02
84	18.40	32	14.00
83	18.32	25	13.94
78	18.30	24	13.60
77	18.00	23	13.42
76	17.88	22	13.25
74	17.68	21	13.05
73	17.50	19	13.00
72	17.36	18	12.86
71	17.23	17	12.72
70	17.00	16	12.65
69	16.19	15	12.60
66	16.96	14	12.30
65	16.83	13	12.00
64	16.74	8	11.85
63	16.64	7	11.50
62	16.44	6	11.02
61	16.31	5	10.94
60	16.22	4	10.50
59	16.21	3	10.00
58	16.16	2	9.15
57	16.13	1	8.00
56	16.07		

Table P (Continued)

**Hourly Rate of Pay for General Education
Part-Time Instructors, Fall 1990**

Cumulative Percent	Rate	Cumulative Percent	Rate
99	25.40	69	15.78
98	22.88	68	15.60
97	20.00	67	15.15
96	19.56	66	15.00
95	19.44	61	14.88
94	19.32	56	14.80
93	19.19	55	14.59
92	19.10	54	14.13
91	19.00	53	14.02
90	18.85	51	14.00
89	18.60	39	13.86
88	18.33	34	13.50
87	18.00	33	13.25
86	17.87	32	13.10
85	17.87	31	13.00
84	17.50	28	12.86
83	17.25	25	12.50
82	17.00	23	12.26
81	16.79	21	12.00
80	16.58	15	11.55
79	16.50	10	11.00
78	16.40	9	10.75
77	16.37	7	10.00
73	16.17	4	9.50
71	16.00		

Table P

**Hourly Rate of Pay for Technical
Part-Time Instructors, Fall 1990**

Cumulative Percent	Rate	Cumulative Percent	Rate
99	25.54	49	14.49
98	25.00	48	14.31
97	24.62	47	14.25
96	22.00	46	14.13
95	21.00	45	14.09
94	20.00	44	14.00
93	19.70	39	13.95
92	19.20	36	13.79
91	19.03	35	13.50
90	18.98	34	13.48
89	18.60	33	13.40
88	18.25	32	13.20
87	18.07	31	13.00
86	18.00	28	12.95
85	17.81	26	12.75
84	17.50	25	12.65
83	17.15	24	12.50
82	17.00	23	12.45
80	16.80	22	12.40
78	16.58	21	12.25
77	16.50	20	12.20
76	16.40	19	12.00
75	16.15	16	11.90
74	16.00	15	11.78
72	15.81	14	11.60
71	15.74	13	11.40
70	15.70	12	11.02
69	15.50	11	11.00
68	15.45	10	10.98
67	15.36	9	10.75
66	15.10	8	10.50
65	15.00	7	10.10
59	14.98	6	10.00
54	14.95	5	9.85
53	14.93	3	9.50
52	14.75	2	8.75
51	14.50	1	5.00

Table P (Continued)

**Hourly Rate of Pay for Vocational
Part-Time Instructors, Fall 1990**

Cumulative Percent	Rate	Cumulative Percent	Rate
99	20.30	51	13.50
98	19.04	50	13.40
97	18.46	49	13.30
96	18.00	48	13.25
95	17.75	47	13.20
94	17.68	46	13.00
93	17.17	43	12.98
92	17.10	42	12.86
91	17.00	40	12.75
90	16.95	39	12.50
89	16.86	37	12.48
88	16.75	35	12.40
87	16.50	34	12.26
86	16.30	33	12.25
85	16.05	32	12.15
84	16.00	31	12.10
83	15.95	30	12.00
82	15.56	26	11.90
81	15.50	23	11.75
80	15.25	22	11.50
79	15.14	21	11.30
78	15.10	20	11.20
77	15.00	19	11.02
74	14.98	18	11.00
72	14.75	15	10.65
71	14.70	14	10.40
70	14.65	13	10.28
69	14.50	12	10.00
67	14.45	7	9.50
66	14.25	4	9.25
65	14.00	3	9.00
58	13.80	2	8.00
53	13.75	1	6.50
52	13.65		

Table P
Hourly Rate of Pay for Continuing Education
Part-Time Instructors, Fall 1990

Cumulative Percent	Rate	Cumulative Percent	Rate
99	20.00	56	11.50
98	18.00	55	11.45
97	17.00	54	11.25
96	16.80	53	11.00
95	16.59	51	10.95
94	16.01	49	10.87
93	15.74	48	10.60
92	15.23	47	10.50
91	15.09	45	10.48
90	15.00	44	10.35
88	14.98	43	10.25
86	14.58	42	10.10
85	14.33	41	10.00
84	14.05	35	9.98
83	14.00	30	9.72
82	13.95	29	9.70
81	13.75	28	9.50
80	13.52	25	9.48
79	13.50	24	9.30
78	13.48	23	9.10
77	13.32	22	9.00
76	13.20	19	8.94
75	13.10	17	8.90
74	13.00	16	8.75
73	12.95	15	8.60
72	12.84	14	8.50
71	12.60	12	8.45
70	12.50	11	8.30
69	12.40	10	8.10
68	12.25	9	8.05
67	12.24	8	8.00
66	12.00	6	7.95
62	11.96	5	7.75
60	11.90	4	7.50
59	11.86	3	7.20
58	11.80	2	7.00
57	11.65	1	6.00

Table P (Continued)

**Hourly Rate of Pay for Occupational Extension
Part-Time Instructors, Fall 1990**

Cumulative Percent	Rate	Cumulative Percent	Rate
99	25.00	52	12.50
98	20.00	51	12.48
97	19.00	50	12.40
96	18.00	49	12.33
95	17.00	48	12.25
94	16.87	47	12.15
93	16.75	46	12.00
92	16.46	41	11.90
91	16.00	39	11.89
89	15.97	38	11.80
88	15.56	37	11.65
87	15.40	36	11.50
86	15.15	35	11.44
85	15.00	34	11.15
79	14.98	31	11.00
75	14.81	30	10.95
74	14.50	28	10.64
73	14.45	27	10.50
72	14.25	25	10.35
71	14.05	24	10.13
70	14.00	23	10.00
69	13.95	17	9.95
67	13.65	13	9.50
66	13.50	11	9.45
64	13.43	10	9.00
63	13.36	9	8.85
62	13.25	7	8.80
60	13.20	6	8.50
59	13.05	5	8.30
58	13.00	4	8.10
56	12.95	3	8.00
54	12.84	2	7.90
53	12.60	1	7.45

Table P (Continued)

**Hourly Rate of Pay for Basic Skills
Part-Time Instructors, Fall 1990**

Cumulative Percent	Rate	Cumulative Percent	Rate
99	17.30	59	10.64
98	16.80	58	10.50
97	16.71	56	10.45
96	15.00	55	10.35
95	14.58	54	10.25
94	14.13	53	10.10
93	13.95	52	10.07
92	13.80	51	10.00
91	13.55	44	9.95
90	13.50	39	9.80
89	13.25	38	9.72
88	13.10	35	9.66
87	13.00	34	9.50
86	12.77	31	9.45
85	12.60	28	9.27
84	12.45	27	9.20
83	12.25	26	9.00
81	12.20	21	9.00
80	12.19	20	8.94
79	12.00	17	8.83
77	11.96	16	8.70
76	11.90	15	8.50
73	11.86	12	8.45
71	11.85	10	8.25
70	11.75	9	8.00
69	11.65	6	7.85
68	11.50	5	7.50
67	11.40	4	7.20
66	11.25	3	6.50
65	11.20	2	6.00
64	11.00	1	5.00
61	10.95		

Published January 1993

North Carolina Department of Community Colleges

315 copies were printed at a cost of \$372.78 or \$1.18 per copy

Robert W. Scott, President, N.C. Community College System